



Integrating Gender into Social and Behavior Change Communication: An Implementation Kit



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FROM THE AMERICAN PEOPLE

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Table of Contents

Acknowledgements.....	iv
About this Implementation Kit.....	1
Learn about SBCC and Gender.....	3
Key Concepts.....	3
Gender and Health Outcomes.....	6
Gender and Behavior Change.....	9
SBCC and Gender: Theories.....	11
SBCC and Gender: Models and Frameworks.....	13
Existing Scales for Evaluating Impact.....	17
Evidence-based Recommendations for Gender and SBCC.....	20
Assess a Program's Gender Status.....	22
Follow the Steps of Strategy Design.....	24
Step 1: Set a Gender Transformative Vision.....	24
Step 2: Gather Gender Specific Information on the Current Situation.....	26
Step 3: Create a Gender-Focused Understanding of the Audience.....	28
Step 4: Address Gender with a Behavior Change Theory.....	29
Step 5: Define Gender Transformative Communication Objectives.....	30
Step 6: Select Strategic Approaches and Channels.....	31
Step 7: Integrate Gender into Program Positioning and Message Strategy.....	33
Step 8: Add Gender Indicators to a Monitoring and Evaluation Plan.....	34
Step 9: Integrate Gender into the Strategy and Prepare for Next Steps.....	36
Appendix 1: Activity Handouts.....	37
Activity 0.1: Understanding and Applying the Gender Equality Continuum.....	38
Activity 0.2: Using a Checklist to Review Your Program's Current Status.....	43
Activity 1.1: Defining a Gender Transformative Vision.....	48
Activity 1.2: Telling Your Program's Story and Setting a Clear Vision.....	55
Activity 2.1: Identifying the Core Problem.....	60
Activity 2.2: Mapping Community and Social Resources.....	65
Activity 2.3: Examining Power Dynamics and Decision-Making.....	69
Activity 2.4: Exploring and Prioritizing the Strengths, Weaknesses, Opportunities and Threats.....	73
Activity 3.1: Mapping Your Audience's Journey.....	79
Activity 3.2: Developing Audience Personas.....	83
Activity 4.1: Applying Gender to Your Behavior Change Theory or Framework.....	90
Activity 5.1: Develop SMART (and Transformative) Communication Objectives.....	95
Activity 6.1: Using Models and Frameworks to Select the Right Approaches.....	100
Activity 6.2: Identifying the Best Channels and Activities to Reach Your Audience	108
Activity 7.1: Deciding How to Position Your Program.....	112
Activity 7.2: Designing the Right Messages.....	116
Activity 8.1: Measuring Gender Constructs.....	120
Appendix 2: Blank Templates.....	126
Template 0.1.1: Gender Equality Continuum.....	127

Template 1.1.1: A Gender Transformative Vision.....	128
Template 1.2.1: It's Big News.....	129
Template 2.1.1: Root-Cause Analysis Pyramid.....	130
Template 2.2.1: Community and Social Resource Map.....	131
Template 2.3.1: Power and Decisions.....	132
Template 2.4.1: SWOT Analysis Table.....	133
Template 2.4.2: Priority Map.....	134
Template 2.4.3: Priority Action Table.....	135
Template 3.1.1: Map Your Audience's Journey.....	136
Template 3.2.1: Audience Personas.....	137
Template 4.1.1: Applying Gender to Your Behavior Change Theory or Framework.....	141
Template 5.1.1: Identify the Key Elements.....	142
Template 5.1.2: Communication Objectives Table.....	143
Template 6.1.1: The Socio-Ecological Model.....	144
Template 6.1.2: Table for Programmatic Approaches.....	146
Template 6.1.3: Pathways Model.....	147
Template 6.2.1: Choose the Right Channels and Activities.....	148
Template 7.1.1: SBCC Value Proposition Canvas.....	149
Template 7.2.1: Design the Right Messages.....	150
Template 8.1.1: New Gender Indicators Tables.....	151
Appendix 3: Resources.....	152
Appendix 4: References.....	154

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About this Implementation Kit



What Is Gender Integration?

Integrating gender into a social and behavior change communication (SBCC) program involves identifying and then addressing gender inequalities during the strategy and project design, implementation and monitoring, and evaluation of a project. By integrating gender into your SBCC strategy, you can make health messages more effective, stimulate equity in gender roles, and improve health outcomes. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis (USAID, 2012).

What Is the Purpose of this Implementation Kit?

This Implementation Kit (I-Kit) provides a step-by-step approach to integrate gender into an existing SBCC strategy or marketing plan.

The I-Kit is designed to help users understand gender concepts, theories and frameworks, assess the current level of gender integration in a project and use a series of tools to uncover new information that can be applied to an existing SBCC strategy or marketing plan.

You can also use these tools and resources when developing a **new** SBCC strategy or marketing plan.

- Read the **information and background** included in the introduction section to help you understand gender concepts, theories, and frameworks for SBCC.
- Review the **checklist** before starting the process to take the necessary actions to incorporate both men and women's perspectives and address their needs as you design your strategy.
- Use the **templates** and **resources** within each step to help you gather information specific to gender and integrate it into your new SBCC strategy.

Who Is the Audience for this I-Kit?

The primary audience for this I-Kit are those individuals who want to integrate gender into an existing SBCC strategy. This may include program managers, designers and implementers of SBCC programs.

What Does this I-Kit Contain?

- **Background Information:** Information and technical considerations on gender, programmatic approaches, SBCC theory and gender-based frameworks.
- **Step-by-Step Guidance:** Step-by-step guidance on how to integrate gender into an existing SBCC strategy
- **Templates and Checklists:** Relevant templates and checklists to help review and integrate gender into an existing SBCC strategy.
- **Resources and Examples:** Gender-focused resources and programmatic examples for future reference.

How to Use this I-Kit

This I-Kit uses an evidence-based approach to SBCC strategy development. It can be used as a self-facilitated learning tool or as part of a workshop organized to review and revise an existing SBCC strategy or marketing plan.

Integrating gender into an existing SBCC strategy or marketing plan is a good first step to developing a gender transformative program but the process requires your team to be open and honest about where your program currently stands and the direction it needs to go. Although this may sound easy, this is not always the case and is often dependent on the current political situation, cultural and religious norms, community level support, and individual desire and ability to change.

The process may need to begin with you and your team. Explore opportunities for you and your staff to learn more about gender and what it means to be gender sensitive. There are a number of activities and trainings that can help you start this process.

The I-Kit is divided into three main sections:

- **Learn about SBCC and Gender:** Review the background and current research on gender. Familiarize yourself with key gender concepts, programmatic approaches to SBCC and technical considerations for gender integration.
- **Assess your Program's Gender Status:** Determine where the program currently stands. Find out what information is still needed, and how that information will impact the design, implementation and evaluation of a program.
- **Follow the Steps of Strategy Design:** Identify entry points and guide the process of discovering new gender related information. Integrate this new information into your existing SBCC strategy or marketing plan.



Learn about SBCC and Gender

Before you begin the process of integrating gender into your SBCC strategy, it is important to gain a better understanding of what is meant by gender and the process to developing an SBCC intervention.

Take time to review the background and research, and familiarize yourself with the key concepts, programmatic approaches and technical considerations for gender integration. The information will be used and referred to throughout this I-Kit.



Key Gender Concepts

What Do We Mean by Gender?

Gender is used to refer to a set of roles, responsibilities, rights, expectations and obligations that are socially and/or culturally associated with being male or female. Gender also includes the power relations between and among women and men, and girls and boys. It's based on widely shared beliefs and norms within a society or culture about male and female characteristics and capacities. Similarities and differences will vary within and between societies and can change over time.

Gender is different from 'sex,' which refers to how people are classified biologically as male or female. At birth, infants are assigned a sex based on a group of characteristics such as chromosomes, hormones, internal reproductive organs and genitalia (USAID, 2012a).

What Are Gender Norms?

Gender norms are widely shared beliefs within a society or culture about male and female characteristics, acceptable roles and behaviors, and capacities. Similarities and differences will vary within and between societies and can change over time. From the time a person is born, he or she is taught ways of being that are defined by how society believes women or men should behave.

What Is the Difference between Gender Equity and Gender Equality?

Gender equity is the process of being fair to women and men, and girls and boys. To ensure gender equity, action must be taken to compensate for ingrained economic, social and political disadvantages that prevent women and men, and girls and boys from operating on a level playing field (PRB, n.d.).

Gender equality is a state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources. Genuine equality means more than equality in numbers or laws; it means expanded freedoms and improved overall quality of life for all people (PRB, n.d.; USAID, 2012a).

Gender gap is a measure of gender inequality. It is a useful social development indicator. For example, one can measure the gender gap between boys and girls in terms of health outcomes, as well as educational levels achieved and labor income.

What Is Gender Bias?

Gender bias is the tendency to make decisions or take actions based on preconceived notions of capability according to gender.

What Is Gender-based Violence?

Gender-based violence (GBV) is violence directed at individuals based on their biological sex, gender identity or perceived adherence to culturally defined expectations of what it means to be a woman or man, girl or boy. Whether occurring in public or private, GBV includes physical, sexual and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation. Common types of GBV include violence against women (VAW) more broadly and sexual violence, particularly intimate partner violence (IPV). GBV can occur throughout an individual's life, from infancy to old age, and can affect women, men, girls, boys or individuals who identify across the gender spectrum. Specific types of GBV include, but are not limited to:

- Female infanticide
- Early and forced marriage and “honor” killings
- Female genital cutting/mutilation
- Child sexual abuse and exploitation
- Human trafficking
- Sexual coercion, harassment and abuse
- Neglect
- Domestic and intimate partner violence
- Economic deprivation
- Elder abuse

(USAID, 2012b)

What Are Some Common Concepts for Addressing Gender Inequalities?

Gender integration involves identifying and then addressing gender inequalities during strategy and program design, implementation, and monitoring and evaluation.

Gender transformation attempts to transform the underlying social structures, policies and social norms to achieve gender equality and promote positive change by:

- Fostering critical examination of inequalities and gender roles, norms and dynamics
- Recognizing and strengthening positive norms that support equality and an enabling environment
- Highlighting the position of women and girls relative to men and boys while taking into account the added effects of marginalization (e.g., the intersections of gender and social class or gender, class and ethnicity)

Gender Transformation in SBCC and Health

Using a **gender transformative approach** in SBCC creates opportunities to actively challenge gender-related determinants that impact health outcomes. Such approaches may include:

- Shifting gender norms related to perceptions of femininity and masculinity to positively influence health behaviors
- Promoting positions of social and political influence for women in communities
- Addressing power inequalities between persons of different genders that impact decision-making related to health, including at the household level, in the community or at the point of service delivery

Research on **gender transformative approaches** shows that women's empowerment and greater gender equality contribute to better health for families and communities as a whole.



Gender and Health Outcomes

This section describes the links between key gender considerations and health.

Couple Communication and Decision-Making

The role of men and women in household decisions about finances, food consumption, childcare, healthcare or travel often reflect power relations in the home. When power relations are unequal, it results in not only underutilization of RMNCH services but also can increase risky sexual behavior and intimate partner violence (Blanc, 2001; Chapagain, 2005). While it is important for women to play a larger role in important household decisions, such as financing, men should also become more involved in healthcare and household decisions around health.

Couple communication and joint decision-making have a positive impact on health outcomes, for example:

GENDER CONSIDERATIONS	SUPPORTING EVIDENCE INCLUDES:
<p>Education: Gender roles often restrict both boys' and girls' access to education which can have long-term effects on health outcomes. For example, more educated women and formally employed women are more likely to use family planning, which reduces the risk of unwanted pregnancy and potentially, the need for abortion.</p>	<p>These associations have been established in studies in many different countries, including data from Egypt, South Asia and sub-Saharan Africa. Interestingly, women's education and employment often have a stronger relationship with use of contraceptives than do measures of empowerment that focus on decision-making, autonomy or freedom of movement (Al Riyami et al., 2004).</p> <p>Families with more educated women have also been shown to have improved child survival (Richards et al., 2013).</p>
<p>Employment: In many contexts, women's traditional responsibilities are primarily domestic and they do not work outside the home. When they do, they are often part of the informal economy, in lower-paid and less-skilled jobs without opportunities to join unions or trade organizations that advocate for better pay or rights (Shields et al., 1996).</p> <p>When women do work outside the home, they are still often expected to bear the full burden of household tasks, such as cooking, cleaning and caring for the children. Men may be reluctant to take on these responsibilities, since gender norms dictate these are outside their domain.</p>	<p>In Cameroon, inequalities between women's and men's incomes has been shown to play an important role in poor household nutrition (Pemunta & Fubah, 2014). In contrast, women who had paid employment were less likely to have an unmet need for family planning and were more likely to use family planning and antenatal care.</p> <p>These trends have been found in a wide range of countries like Oman, Nepal and Ethiopia, and have been shown repeatedly in studies using DHS data (Al Riyami, Afifi, & Mabry, 2004; Furuta & Salway, 2006; Wado et al., 2013).</p>

<p>Healthcare: Women's mobility may limit their access to health services and existing programs intended to increase knowledge of family planning or other health information. Men often do not go to health clinics for their own care or with their partner because pregnancy and child health are seen as a "woman's domain."</p>	<p>Healthcare providers often reinforce stereotypes by failing to encourage men to participate and, in some instances, by not welcoming them at all. In many areas, men do not see HIV counseling and testing (HCT) as "masculine," and thus they are less likely to be tested or receive other HIV/AIDS-related care (Underwood et al., 2014).</p>
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Social Cultural and Gender Norms

Norms related to gender, such as gender preference, masculinity and fertility, also influence health outcomes. For example:

GENDER CONSIDERATIONS	SUPPORTING EVIDENCE INCLUDES:
<p>Gender Preference: In India, China, and to a certain extent in some African countries, there is a gender bias in child healthcare (Khera, Jain, Lodha, & Ramakrishnan, 2014; Pemunta & Fubah, 2014). Preference for boys can lead to financial resources for education and other services, like healthcare, being differentially allocated within households. Reasons for this preference vary, and include the perception that boys will financially support their parents when they are older, and that families are obliged to pay dowries when their daughters marry.</p>	<p>In India, gender-selective abortion has resulted in fewer female children being born. Among those girls who are born, preferential treatment of boys often comes at the expense of the girls, who may be deprived of nutrients during important developmental stages, which can lead to stunting and malnutrition (Khera et al., 2014).</p> <p>Data from India indicates that young girls are less likely to be immunized and to receive medical care (Khera et al., 2014). Interestingly, a study on son preference in Nepal found that disparities in immunization between girls and boys did not exist (Leone, Matthews, & Zuanna, 2003).</p> <p>Other analyses on data from Nepal have revealed that those who reported a preference for sons were less likely to use contraception and had higher rates of fertility than those with no preference (Leone et al., 2003; Raj et al., 2013; Rai et al., 2014).</p>
<p>Fertility: In many areas, a woman's value is often measured by her ability to have children. This can lead women to put their own health or the health of their family at risk by starting pregnancy too early, when not yet physically matured, and giving birth without proper spacing or having more children than the household can support. For couples facing fertility issues, women often bear the brunt of household and community-level stigma and abuse for failing to conceive.</p>	<p>This has been documented routinely by researchers in the Middle East and South Asian countries like Pakistan (Inhorn, 2003; Mumtaz, Shahid, & Levay, 2013).</p>

<p>Masculinity: Masculine ideas associating men with strength, virility, dominance and power may increase the number of sexual partners and inhibit the use of condoms, thereby increasing the risk for unwanted pregnancy or the transmission of STIs or HIV through unprotected sex or sexual violence. These masculine norms also may promote or normalize violence against women (Stern & Buikema, 2013).</p>	<p>Experience of violence has a direct effect on health outcomes, with increased risk of STI and HIV transmission, as well as risk of unwanted pregnancy and limited use of family planning commonly experienced (Blanc, 2001).</p> <p>Women who reported greater acceptance of gender-based violence were also shown to be less likely to use available maternal healthcare services (Sado, Spaho, & Hotchkiss, 2014). In fact, a study in Ghana, Kenya, Tanzania and Uganda found that women living in areas with more accepting attitudes toward gender-based violence were less likely to use a skilled birth attendant or receive well-timed antenatal care (Adjiwanou, 2014).</p>
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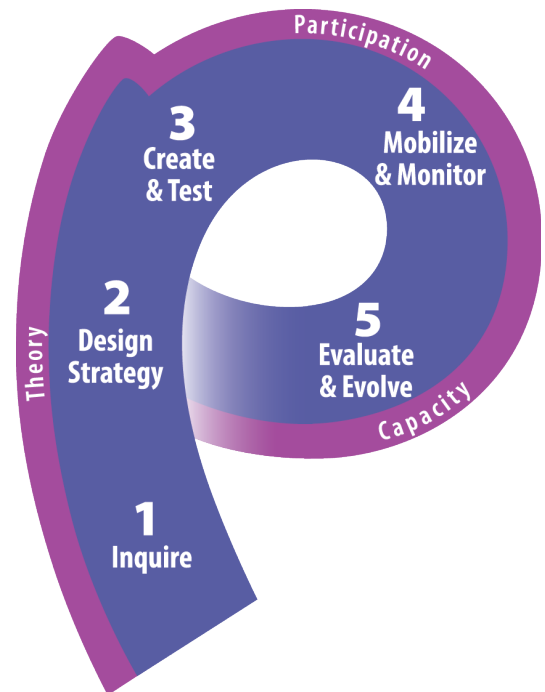


Gender and Behavior Change

Gender and the Strategic Design of SBCC Programs

SBCC facilitates behavior change and supports broader social change to improve health outcomes. SBCC often applies a comprehensive socio-ecological lens that incorporates change at the individual, household, community and structural levels. SBCC looks at what may be preventing or facilitating a change of behaviors such as gender norms, attitudes and practices.

A strategic analysis and design process, such as the **P-Process™**, should look at how gender influences decisions to make sure key barriers and facilitators are being addressed. The P-Process provides a systematic process to design, implement, monitor and evaluate behavior change programs. To integrate gender into strategy development it is necessary to apply a gender lens throughout the entire P-Process.



1. The **Inquiry** helps you to understand the extent of the problem and develop a succinct problem statement. You will identify your audiences, uncover their barriers and identify the facilitating factors to behavior change. Applying a gender lens at this stage means ensuring both women and men are included in the research and specific questions are posed to explore the gender-related determinants of health and behavior.
2. During **Strategy Design** you will create the plan that will get from where you are to where you want to be. The strategy includes your communication objectives and audience segmentation, and it outlines the program approaches, channel recommendations, a workplan, and a monitoring and evaluation plan. During this stage, activities and approaches can be designed to address gender-related norms, attitudes and practices that are influencing the desired behavior change.
3. The third step is **Create and Test**. This is when you develop the program's communication products like mass media, print materials, participatory processes, trainings and more. You will also test your ideas and designs with the audience to ensure messages are clear, accurate and actionable. It is important to consider the differences between women and men as they may have different reactions to materials and messages.

4. During the **Mobilize and Monitor** phase you will implement your program and monitor its progress. You and your partners will distribute your products and conduct the activities as described by the strategy. Partners will monitor activities to make sure distribution and roll-out move as planned and potential problems are identified and addressed quickly. During this stage, it is important to ensure that any gender-based design considerations are being followed and harmful gender stereotypes – or unequal power dynamics – are not being reinforced through implementation approaches.
5. The **Evaluate and Evolve** phase is where you will determine how well your program achieved its objectives, identify any unintended consequences, know why your program was or was not effective, and whether or not the program had its intended effects on the knowledge, attitudes or behaviors of the audience, including any affect on gender-related objectives. In some cases, it may be important to measure any unintended consequences related to gender norms – such as increased violence against women.

Three cross-cutting concepts guide the **P-Process** and are important to developing an effective SBCC program. These three cross-cutting concepts are SBCC theory, stakeholder participation and continuous capacity strengthening.

- **SBCC Theory:** Each theory is different and will work best when it explicitly hypothesizes what influences the behavior the program will promote. Gender theories and frameworks can be used in conjunction with behavior change theories.
- **Stakeholder Participation:** Everyone who has a stake in the program's outcome should participate in the planning process and the implementation; this spreads project ownership and is the first step towards sustainability. Careful consideration should be given to the involvement of men and women, including finding ways to overcome gender-based challenges to participation, such as women's ability to move around the community freely.
- **Capacity Strengthening:** Continuous skills building, such as on-the-job coaching, mentoring and training workshops, ensures program implementers get to practice what they learn and address problems as they come up. Gender training can be included in this capacity strengthening.

How Can SBCC Influence Gender Transformation?

It is often assumed that SBCC programs on health topics such as family planning empower women, and therefore influence gender transformation, by modeling positive gender-related behaviors such as couple communication and joint-decision making. However, results from a recent analysis found that “family planning-focused interventions are not ‘naturally’ gender-transformative.” SBCC interventions therefore must explicitly focus on gender transformation in their strategic approach (HC3, 2015). This I-Kit provides **step-by-step guidance** to facilitate this integration of gender transformation into an existing SBCC strategy.

OTHER APPROACHES TO BEHAVIOR CHANGE

Other approaches that can influence gender transformation include **social marketing**, **advocacy**, **organizational development** and structural interventions. New fields like **behavioral economics** and **human-centered design** are also being used to enhance the effect of SBCC, social marketing and other types of development programs.



SBCC and Gender Theories

A theory can help provide an understanding of the influencing factors on behavior and how they change behavior, as well as to identify potential entry points for interventions.

There are a number of theories commonly used in behavior change programs, as well as those that specifically focus on gender. When theories are not focused specifically on gender, it is particularly important to apply a gender lens to different theoretical constructs. For example, how is “self-efficacy” different for men and women? How are “beliefs” influenced by entrenched gender norms? How would gender affect the “trialability” of new innovations?

Below are some of the most commonly used theories in behavior change programs.

THEORY OF PLANNED BEHAVIOR

Consider using the Theory of Planned Behavior to design interventions that target health-enhancing individual behavior that may be socially unacceptable, such as condom use, self check-ups, voluntary testing, medication adherence, delivery by a male health worker and other behaviors that warrant individual decisions but have varying levels of social acceptability. When applying a gender lens to the Theory of Planned Behavior it is important to consider if the barriers to and enabling factors that support individual behavior change differ for men and women, and if yes, how?

[KNOW MORE](#)

EXTENDED PARALLEL PROCESSING

Extended Parallel Processing is useful in SBCC campaigns when a health issue poses a real or perceived threat to personal health. For example, Extended Parallel Processing may be more useful in HIV or malaria campaigns where there is a more obvious and immediate disease threat and less useful in a child nutrition campaign where the threat of malnutrition is less immediately obvious or is longer term. For gender programming, it is important to identify how women perceive the particular threat and how, if at all, this differs for men. Specifically determining what will enhance a woman’s efficacy regarding the issue, as well as a man’s, is necessary when using Extended Parallel Processing.

[KNOW MORE](#)

THEORY OF SOCIAL LEARNING

The principles of Social Learning can be applied to almost any SBCC program that aims to influence social behaviors, particularly behaviors that are complex or involve interactions with other people. It may be especially useful when a particular behavior is difficult to describe, but can be explained through demonstration or modeling. Also, when adopting or practicing a particular behavior requires overcoming barriers or challenges, social learning principles can be used to demonstrate how a person can overcome those challenges and succeed. In a gender-focused program, it may be useful to identify the types of role models women find compelling and if, at all, this differs from men.

[KNOW MORE](#)

IDEATION

Ideation should be used when trying to identify the psychosocial factors that predict behavior or when trying to causally attribute behavior change to communication interventions. When using Ideation Theory in gender programming, it is important to identify which psychosocial factors related to the behavior of interest are the most salient specifically for women and men.

[KNOW MORE](#)

DIFFUSION OF INNOVATIONS

Consider using the Diffusion of Innovations model for interventions that have a limited amount of time to make an impact on entire communities. Diffusion of Innovations approaches work best when applied to issues that can be influenced by prominent members of society or spread through traditional methods of communication. For programs wanting to integrate gender, identify who are the female innovators, early adopters and laggards in the community and how this may differ for men.

[KNOW MORE](#)

THEORY OF GENDER AND POWER

Consider using the Theory of Gender and Power for interventions that aim to address structural barriers or facilitators at the lower levels of the socio-ecological framework. Three social structures that make up the theory of gender and power: sexual division of labor, sexual division of power, and the structure of social norms and affective attachment. These constructs identify exposure and risk factors as well as biological factors in relation to issues that adversely affect women's health such as HIV and STD risk in relation to condom usage as well as violence against women.

FEMINIST POLITICAL ECOLOGY

Similar to the Theory of Gender and Power, consider using the Feminist Political Ecology theory for interventions that aim to address structural barriers or facilitators at the lower levels of the socio-ecological framework. Feminist political ecology examines the place of gender in the political ecological landscape, exploring gender as a factor in ecological and political relations. Specific areas in which feminist political ecology is focused are development, landscape, resource use and rural-urban transformation. This theory can also inform health outcomes, particularly in light of global warming and climate change.



SBCC and Gender: Models and Frameworks

To guide program design and achieve intended program outcomes, program managers can use various gender analysis and behavior change frameworks and models. When selecting a framework, it is important to consider the following:

- How do SBCC and gender theories relate to these frameworks? For example, how does "power" within families, communities and social structures influence behavior?
- What kinds of health and gender-related outcomes is your program looking to achieve?
- How does gender affect access and utilization of health service delivery interventions?
- What kind of intervention, or combination of interventions, are most likely to lead to gender transformative behaviors?
- How do we anticipate that women and men will understand the program messages or activities differently?
- How, if at all, do we anticipate these answers will differ for sub-groups of men and women such as those from lower income groups or with less education?

Socio-Ecological Model

A person's behavior is influenced by many factors both at the individual level and beyond. The levels of influence on behavior can be summarized by the socio-ecological framework. This framework recognizes that behavior change can be achieved through activities that target four levels: Individual, interpersonal (family/peer), community and social/structural.

Enabling Environments

- Leadership
- Resources and Services
- Policies and Regulations
- Guidance and Protocols
- Religious and Cultural Values
- Gender Norms
- Media and Technology
- Income Equality

Service Delivery

- Access
- Quality
- Client volume
- Client satisfaction

Community

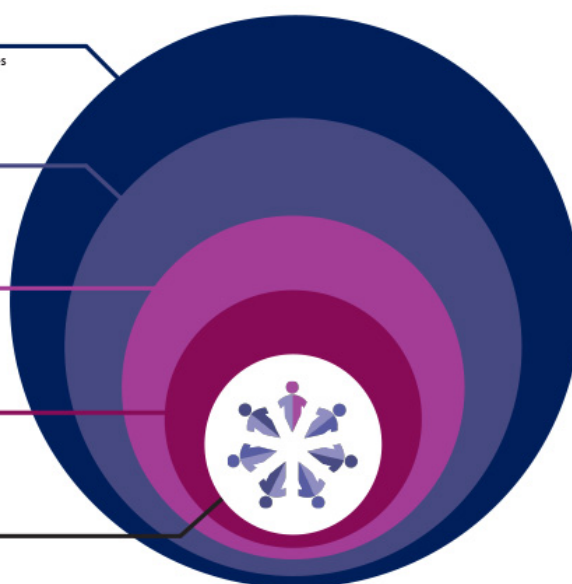
- Leadership
- Access to Information
- Social Capital
- Collective Efficacy

Family and Peer Networks

- Peer Influence
- Spousal Communication
- Partner and Family Influence
- Social Support

Individuals

- Knowledge
- Skills
- Beliefs and Values
- Self-Efficacy
- Perceived Norms
- Emotions



GO GIRLS! INITIATIVE

The **Go Girls! Initiative** (GGI), led by Johns Hopkins Center for Communication Programs in partnership with Macro International, shifted the focus from individual risk-taking to contextual factors that render girls vulnerable to HIV. The purpose of GGI was to develop, implement and test social, gender and behavior change communication approaches in an effort to reduce adolescent girls' susceptibility to HIV infection. GGI worked to address contextual factors that presented barriers to accessing education; increase girls resilience through building life-skills; strengthen the ability of parents and other adults to communicate with and support girls; and foster community dialogue and action. The program was comprised of eight core activities that together formed a comprehensive, multi-sectoral program designed to reach the whole community across the social ecological framework.

> Structural:

- School personnel training ("Go Teachers!")
- Strengthening economic opportunities for vulnerable girls and their families
- Cross-sectoral fora

> Community:

- Community mobilization ("Go Communities!")

> Families and Social Networks:

- Adult-child communication skills training ("Go Families!")

> Individual:

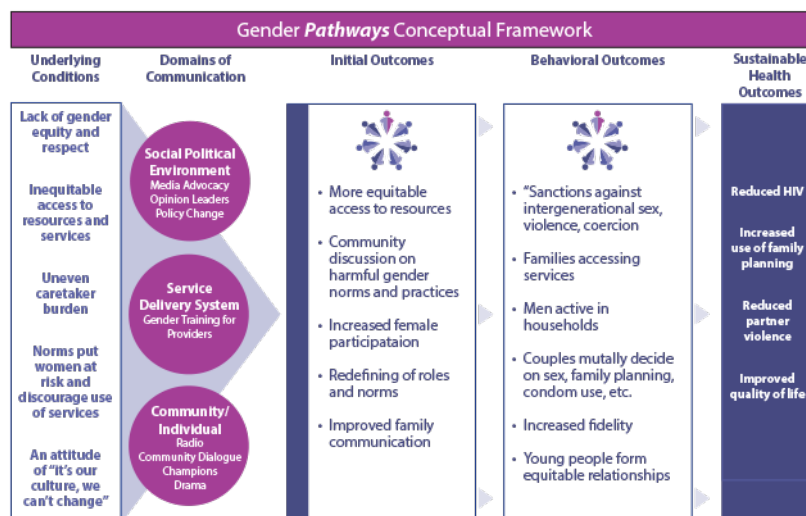
- Life skills training for out-of-school girls ("Go Girls!")
- School-based life skills training for girls and boys ("Go Students!")

> Cross-cutting:

- Reality radio programming

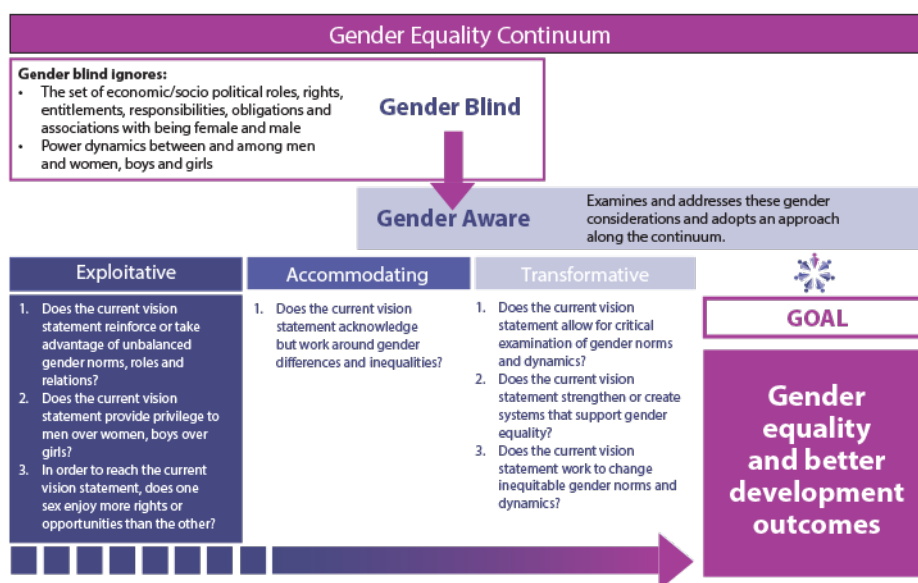
Pathways

Pathways™ provides a powerful framework to design health communication programs. It describes a process of social change that can be influenced by communication in a variety of ways depending on the goals a program sets for itself. The process is grounded in underlying social, political and economic conditions, and is expressed through three domains of communication and action: the social political environment, health service delivery systems and communities – and individuals within them– that attempt to manage their health. The Pathways framework (pictured on the next page) charts the continuum of change, ensuring that a program addresses not only the immediate drivers of change, but also the contextual factors that determine sustained health outcomes.



Gender Equality Continuum

Behavior change communication programs generally fit along the Gender Equality Continuum (IGWG, 2013), which can be used as a planning framework or as a diagnostic tool. As a planning framework, it can be used to determine how to design and plan interventions that move along the continuum toward transformative gender programming. As a diagnostic tool, it can be used to assess if, and how well, interventions are currently identifying, examining and addressing gender considerations, and to determine how to move along the continuum toward more transformative gender programming.



The continuum shows a process of analysis that begins with determining whether interventions are gender blind or gender aware. Gender blind policies and programs ignore gender considerations. They are designed without any analysis of the culturally defined set of economic, social and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male, or the dynamics between and among women and men, girls and boys.

Gender aware policies and programs examine and address the set of economic, social and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male, and the dynamics between and among women and men, and girls and boys.

The process then considers whether gender aware interventions are exploitative, accommodating or transformative.

EXPLOITATIVE GENDER PROGRAMMING

These policies and programs intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcomes. This approach is harmful and can undermine program objectives in the long run.

Example: To improve male involvement in family planning, a program used messages that relied on sports images and metaphors that encouraged winning, being in control of one's life and making decisions. Impact evaluation showed that men interpreted the messages as promoting the notion that men alone should make family planning decisions. These messages unintentionally undermined the objectives of shared decision-making, improved couple communication and men as supportive partners (PRB, 2009).

ACCOMMODATING GENDER PROGRAMMING

These are policies and programs that acknowledge, but work around, gender differences and inequalities to achieve project objectives. Although this approach may result in short-term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender norms that contribute to the differences and inequalities. Gender accommodating approaches can be an important first step for some programming, such as when facing constraints on resources.

Example: While trying to improve safer sex among commercial sex workers (CSW), a program had brothel owners demand 100 percent condom use in their brothels. Although the program helped increase condom use among CSWs and their clients, the power dynamics of negotiation between CSWs and their clients were not challenged (PRB, 2009).

TRANSFORMATIVE GENDER PROGRAMMING

These are policies and programs that seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics; 2) recognizing and strengthening positive norms that support equality and an enabling environment; 3) highlighting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

Example: While trying to encourage a community to abandon the practice of female genital mutilation/cutting (FGM/C), a program engaged women, men, girls, boys and community leaders to examine the existing gender norms and beliefs leading to the practice of FGM/C. Challenging these norms helped the community identify a healthy and empowering coming of age ritual for young girls to replace FGM/C (PRB, 2009).

The Gender Equality Continuum emphasizes two key principles important for program implementation:

1. **Programs must never be gender exploitative.** Such programs violate the public health principle of “first, do no harm.” While some interventions may be or contain elements that are (intentionally or unintentionally) blind, the aim should always be to move them toward accommodating, or ideally, transformative approaches.
2. **Programs should ultimately work toward transforming gender roles, norms and dynamics** for positive and sustainable change.



Existing Scales for Evaluating Impact

When developing or revising your monitoring and evaluation plan to integrate gender, it is useful to consider existing indicators and scales that have been developed and validated to examine gender-related constructs. Below is a list of indicators and scales that have been used in a variety of locations with diverse populations. The indicators and scales have been used to measure decision-making, communication, power relations, access to opportunities and resources, and other gender norms and attitudes.

NAME OF MEASURE	ASPECT OF GENDER MEASURED	EXAMPLE QUESTION	FOR MORE INFORMATION
<i>Gender Equitable Men Scale</i>	Gender norms and attitudes	"I would be outraged if my wife asked me to use a condom"	Barker, G, M Nascimento, J Pulerwitz, C Ricardo, M Segundo, and R Verma. 2006. Engaging young men in violence prevention: Reflections from Latin America and India. In <i>Combating gender violence in and around schools</i> . F Leach and C Mitchell, eds. Trowbridge, UK: Cromwell Press. FHI360: C-Change. Compendium of Gender Scales .
<i>Gender Equity Scale</i>	Gender norms and attitudes	Participants are asked about their level of agreement with multiple phrases, such as: "A wife should manage the household with whatever money the husband gives."	Kostic, KM, Schensul, SL, Singh, R, Peltó, P, Saggurti, N. A methodology for building culture and gender norms into intervention: An example from Mumbai, India. <i>Soc Sci Med</i> , 2011; 72(10):1630-1638.

<i>Women's Empowerment in Agriculture Index</i>	Decision-making, access to opportunities and resources (employment, leadership roles)	"To what extent do you feel you can make your own personal decisions regarding these aspects of household life if you want(ed) to..."	Alkire, S., Meinzen-Dick, R., Peterman, A., Quisumbing, A., Seymour, G., & Vaz, A. (2013). The women's empowerment in agriculture index. <i>World Development</i> , 52, 71-91. International Food Policy Research Institute. <i>Women's Empowerment in Agriculture Index</i> .
<i>Couple Communication on Sex Scale</i>	Partner communication	"Can your partner communicate with you about when to have intercourse?"	Leon, F, R Lundgren, and C Vasquez. Couple communication on sex scale. Institute for Reproductive Health, Georgetown University. Draft manuscript. FHI360: C-Change. <i>Compendium of Gender Scales</i> .
<i>Women's Empowerment Scale</i>	Power relations (mobility)	"Have you ever been to the bazaar? Have you ever been there alone?"	Schuler, Sidney Ruth, Hashemi, Syed Mesbahuddin, & Riley, Ann P. (1997). The influence of women's changing roles and status in Bangladesh's fertility transition: Evidence from a study of credit programs and contraceptive use. <i>World Development</i> , 25(4), 563-575. doi: http://dx.doi.org/10.1016/S0305-750X(96)00119-2 FHI360: C-Change. <i>Compendium of Gender Scales</i> .
<i>DHS Women's Status and Empowerment Indicators</i>	Household decision-making, access to opportunities and resources, power relations	"Is a wife justified in refusing sex with her husband if..." 1. Her husband has an STI? 2. Her husband has sex with other women? 3. She is tired or not in the mood?	Singh, K., Bloom, S., Haney, E., Olorunsaiye, C., & Brodish, P. (2012). Gender equality and childbirth in a health facility: Nigeria and MDG5. <i>African journal of reproductive health</i> , 16(3). Wado, YD. (2013). Women's Autonomy and Reproductive Healthcare-Seeking Behavior in Ethiopia. DHS Working Papers no. 91. Calverton, Maryland, USA: ICF International. Retrieved from http://dhsprogram.com/pubs/pdf/WP91/WP91.pdf DHS Program. Gender Corner. <i>Women's Status and Empowerment</i> .
<i>UN General Statistics Manual Access to Opportunities</i>	Access to resources (leadership roles)	"Share of women among legislators, senior officials and managers"	United Nations. <i>The World's Women 2010: Trends and Statistics</i> .

<i>Gender Norm Attitudes Scale</i>	Gender norms and attitudes	<p>Participants are asked about their level of agreement with multiple phrases, such as:</p> <p>“If there is limited amount of money to pay for tutoring, it should be spent on the sons first”</p>	<p>Waszak, C, JL Severy, L Kafafi, and I Badawi. 2000. Fertility behavior and psychological stress: The mediating influence of gender norm beliefs among Egyptian women. <i>Psychology of Women Quarterly</i> 25:197–208.</p> <p>FHI360: C-Change. Compendium of Gender Scales.</p>
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Evidence-based Recommendations for Gender and SBCC

These recommendations were developed based on the evidence from SBCC programs that have applied a gender lens.

1. **Gender and health are inextricably linked and should be addressed in tandem.** SBCC campaigns, whether interdependent or independent, should be more explicit and strategic in gender transformation and the linkages to health outcomes. For examples, interventions may address:
 - Household decision-making
 - Spousal communication
 - Power relations between men and women (both in relationships and in the community)
 - Unequal access to opportunities, such as employment, education and healthcare
 - Cultural norms like gender preference
 - Feminine norms that often relegate women to physically taxing work, household responsibilities and/or reproduction
 - Masculine norms that encourage dominance, aggression and power
 - Gender-based violence
2. **Acknowledge that gender norms are not universal.** It is important to note that although many of the same relationships between gender norms and inequalities and health exist in different areas of the world, how men and women live, interact and are treated is tied to broader cultural norms that can and do differ across communities and by social identities, including but not limited to social class, ethnicity, caste, etc.. Those involved in program design and implementation must ensure that their work is culturally sensitive and not built on assumptions about gender equality.
3. **Balance the priority health needs of men and women, boys and girls.** A focus on women's reproductive and maternal health are common, but more SBCC programs should explore how men and women interact as well as the health needs of men independent of women.
4. **Improve couple communication.** Communication between partners plays an important role in women's access to and use of healthcare services. Facilitating this conversation so women and men are involved in health-related decisions is an essential contribution of SBCC programs.

5. **Programs should highlight the benefits to both men and women of working towards gender equity**, which does not represent a zero-sum game but capitalizes on the strengths of interdependence. It may be important to target men directly to ensure that women's empowerment does not come at the expense of men feeling disenfranchised.
6. **Consider socio-cultural contexts when defining male involvement.** Although research has demonstrated the importance of greater male involvement for improved health outcomes, few studies have defined how and to what extent such involvement should occur. Programs must acknowledge that socio-cultural contexts, and individual preferences, play an important role in defining "ideal" male involvement. For example, some women may not want their partners to go to the clinic with them, but may desire their support in other ways. Therefore, programs should identify the gender norms and practices that are culturally and individually relevant barriers to health services.
7. **Gather data from both men and women.** Often, our knowledge about gender norms and practices are drawn from responses from women. In formative research and M&E, programs must also collect information from men on their attitudes, concerns and aspirations.

Assess a Program's Gender Status

Integrating gender into your SBCC strategy or social marketing plan can make your health messages more effective, stimulate equity in gender roles and improve health outcomes. Since the roles and power relations between men and women affect how an activity is implemented, it is essential to address these issues on an ongoing basis (USAID, 2012a).

Before you determine where and how to integrate gender into an existing SBCC or social marketing program, you need to determine where your current program stands, what information is still needed and how that information will impact the design, implementation and evaluation of your program. An SBCC or social marketing program should be designed to be either gender transformative, contribute to gender transformation or at the very least not reinforce gender inequalities and stereotypes in pursuit of project outcomes.

A gender transformative approach attempts to transform the underlying social structures, policies and social norms to achieve gender equality and promote positive change. This is done by:

- Fostering critical examination of inequalities and gender roles, norms and dynamics
- Recognizing and strengthening positive norms that support equality and an enabling environment
- Highlighting the position of women and girls relative to men and boys while taking into account the added effects of marginalization (e.g., the intersections of gender and social class or gender, class and ethnicity)

The **Gender Equality Continuum**, which is a planning and diagnostic tool, emphasizes two key principles important for program implementation:

- Programs must never be gender exploitative. While some interventions may contain elements that are (intentionally or unintentionally) accommodating, the aim should always be to move them toward transformative approaches.
- Programs should ultimately work toward transforming gender roles, norms and dynamics for positive and sustainable change.

When revisiting your existing SBCC strategy or marketing plan remember that gender transformation is a process and does not happen overnight. Every program is unique with a different start and end point. The context in which you work may vary from country to country, community to community.



OBJECTIVES

- Understand the difference between a gender-blind and gender-aware program
- Know the difference between a gender exploitative, accommodating and transformative program
- Determine where along the gender equality continuum your current program or strategy sits
- Use a checklist to identify which key steps to focus your attention for a more gender transformative program

KEY OUTPUT

The key steps in the SBCC process that your team needs to focus on to make your program gender transformative.

RESOURCES

- [P-Process](#)
- [Gender Equality Continuum](#)
- [Trending Topic: Gender](#)
- [IGWG Gender and Health Toolkit](#)
- [Gender Guide for Health Communication Programs](#)

CHECKLISTS

- [Checklist 0.2.1: Assess your Current Program Strategy](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)

TEMPLATES

- [Template 0.1.1: Gender Equality Continuum](#)



Activities

ACTIVITY 0.1: UNDERSTANDING AND APPLYING THE GENDER EQUALITY CONTINUUM

This activity will help you understand the Gender Equality Continuum and how to apply it to your program. The Gender Equality Continuum tool will help you think about and assess if, and how well, your interventions are currently identifying, examining and addressing gender considerations. Once you recognize where your program sits along the continuum, you will be able to better answer the questions in the checklist.

ACTIVITY 0.2: USING A CHECKLIST TO REVIEW YOUR PROGRAM'S CURRENT STATUS

This activity will use a checklist to examine your current SBCC strategy or marketing plan to see how well gender is integrated into your program. The checklist will ask a series of questions to help you to determine the status of your program. Based your responses, you will be able to better identify which steps in the strategy design process to focus your attention.

These activity handouts are included in Appendix 1.



Follow the Steps to Strategy Design

Now that you have assessed your current program it is time to follow the steps of Strategy Design. Each step will help your team discover new information and revise the existing components of your SBCC strategy or marketing plan.

You may want to go through the full step-by-step guide, starting with setting a gender transformative vision, or you may choose to focus your attention on specific areas based on your responses to the checklist and where you sit along the Gender Equality Continuum. You can access each of the steps once you get started.

Follow the Steps of Strategy Design



Step 1: Set a Gender Transformative Vision

An important step to integrating gender into your existing SBCC strategy or marketing plan is to re-evaluate the shared vision you set at the beginning of your program. Integrating gender into the vision statement requires that your team be open and honest about where your program stands, and how well the current strategy integrates and addresses gender.

Gender equality is a shared vision of social justice and human rights –

Phumzile Mlambo-Ngcuka, UN Women Executive Director

The shared vision statement will guide the direction of the strategy by providing a picture of what the situation will look like in the future. It should be agreed upon by all stakeholders and will anchor the SBCC strategy or marketing plan by stating what the program hopes to achieve. A good vision statement provides direction, communicates enthusiasm and fosters commitment and dedication. It should:

- Be ambitious and go beyond what is thought likely in the near future.
- Be inspiring and motivating, calling to mind a powerful image that triggers emotion and excitement, creates enthusiasm and poses a challenge.
- Look at the big picture to give everyone a larger sense of purpose.

It is important to set a gender transformative vision that provides the opportunity for your project to move along the Gender Equality Continuum and for gender transformation to take place. A gender transformative vision allows the opportunity for the program to engage men and women, and to push for gender equality and better health outcomes. This will ultimately lead to gender equality and better health outcomes for men and women, and boys and girls. Setting a vision that is gender transformative will depend on the context in which you are working, as well as your starting point.

Activities

Activity 1.1: Defining a Gender Transformative Vision

This activity will use a guided script to help you creatively illustrate and describe a personal vision for a gender transformative community. The activity will guide your team to identify the key elements of a gender transformative community to be applied when developing your program's shared vision.



STEP 1 OBJECTIVES

- Know the importance of having a vision that allows for gender transformation
- Analyze your current vision statement and identify the gaps that exist
- Collect new information from relevant stakeholders that will help to revise your existing vision statement
- Create a new vision statement that applies a gender perspective and provides an opportunity for gender transformation

KEY OUTPUT

A well-defined and clear vision statement that is inspiring, realistic and provides the opportunity to contribute to gender transformation in your country.

RESOURCES

- [P-Process](#)
- [Designing a Social and Behavior Change Communication Strategy](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)
- [Handout 1.1.1: Guiding Questions](#)
- [Guided Script 1.1.1: Visioning a Gender Transformative Community](#)
- [Sample Scenario 1.2.1: Its Big News](#)

TEMPLATES

- [Template 1.1.1 A Gender Transformative Vision](#)
- [Template 1.2.1 Its Big News](#)

Activity 1.2: Telling Your Program's Story and Setting a Clear Vision

This activity will guide you to develop a shared vision for your program and how it will contribute to gender transformation and a gender transformative community. Once you identify a shared transformative vision, you can use this to guide your strategy design process.

These activity handouts are included in Appendix 1.



Step 2: Gather Gender-specific Information on the Current Situation

Now that you know where your program sits along the **Gender Equality Continuum** and have set a vision of where you want your program to go, the next step is to learn as much as possible about the extent of the problem.

The information collected during this step is the foundation of a good strategy or marketing plan because it allows your team to have a better understanding of the current context, health attitudes, norms and practices, media viewing habits and credible sources of information and communication channels (e.g., TV, mobile phones, radio, etc.). During this step you should also explore the different policies and laws supported by previous programs and lessons learned through those experiences.

Your situation analysis should consider the social and behavioral determinants, with a special focus on the gender dynamics at each level of the **socio-ecological model**. Understanding how gender constructs like household decision-making, spousal communication, power relations, traditional values and religious practices, cultural and gender norms, violence and access to opportunities and resources impact health can be what makes or breaks your program.

The following activities can help you further explore the gender dynamics that may impact your program. They can also help tease out economic, social, structural, cultural or educational barriers or facilitators to behavior change that your team should consider as you revise your program. You may also consider doing an updated literature review or additional **formative research** that looks at gender dynamics in relation to your health issue.

Activities

Activity 2.1: Identifying the Core Problem

This activity will guide you on how to conduct a root-cause analysis to identify the underlying causes of the health problem and to validate that your current program is addressing these core challenges. Your root-cause analysis should seek to uncover those gender dynamics that are often part of the root cause.



STEP 2 OBJECTIVES

- Understand the importance of having a situation analysis that considers gender-related behavioral determinants
- Analyze your current situation analysis and identify gaps that exist
- Collect new information from relevant stakeholders that will help to integrate and revise your existing situation analysis

KEY OUTPUT

A situation analysis that includes the gender dynamics that affect the health outcomes of a project, and details the problem and your understanding of its causes, facilitators and possible remedies.

RESOURCES

- [P-Process](#)
- [Designing a Social and Behavior Change Communication Strategy](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)
- [How to Conduct a Situation Analysis](#)
- [How to Conduct a Root Cause Analysis](#)
- [How to Do Audience Analysis](#)
- [How to Conduct a Program Analysis](#)
- [The DHS Gender Corner](#)
- [The World's Women 2010: Trends and Statistics](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)

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- [Template 2.1.1 Root Cause Analysis Pyramid](#)
- [Template 2.2.1 Community and Social Resource Map](#)
- [Template 2.3.1 Power and Decisions Matrix](#)
- [Template 2.4.1 SWOT Analysis Table](#)
- [Template 2.4.2 SWOT Priority Map](#)
- [Template 2.4.3 Priority Action Table](#)

Activity 2.2: Mapping the Community and Social Resources

This activity will guide you on how to explore the environment in which men and women live and can help to better understand the opportunities, social resources, and decision-making power men and women have in a particular community.

Activity 2.3: Examining Power Dynamics and Decision-Making

This activity will guide you on how to organize a power and decision-making matrix that examines the role of power and decision-making within a relationship.

Activity 2.4: Exploring and Prioritizing the Strengths, Weaknesses, Opportunities and Threats

This activity will guide you on how to conduct a SWOT analysis, apply the gender-related social and behavioral determinants, and prioritize those strengths, weaknesses, opportunities and threats that will have the greatest impact in achieving your vision.

These activity handouts are included in Appendix 1.



Step 3: Create a Gender-focused Understanding of the Audience

Once you have gathered gender-specific information on the current situation, you should revisit your SBCC strategy or marketing plan to make sure you have a gender-focused understanding of the audience and are reaching the right people.

By critically examining and understanding who is affected by the health issue and to whom the communication efforts should reach, you may want to adjust how you design your communication efforts. This will allow you to better design and customize appropriate activities, messages and materials.

When you identify your audience, it is important to remember that those most affected by the challenge may not always be the same group to whom communication efforts should be directed. For example, just because you are designing a program for women to access family planning does not necessarily mean your priority audience will be women. If your gender analysis found that gender norms are influencing household decision-making, women may not have the power to choose family planning. As a result, the communication effort may need to target women and their male partners together in order to address the gender dynamics around power and decision-making within the household.

The following activities will help you generate a better understanding of your **priority** and **influencing** audience(s). They will help your team to look beyond the common demographic characteristics to map the audience's journey and develop their personas. As you work through the activities, be sure to consider the gender-related barriers and facilitators for each audience and at each level of the **socio-ecological model** and what may prevent or help them participate in the desired behavior.

Activities

Activity 3.1: Mapping your Audience's Journey

This activity will guide you on how to create a journey map of your audience's experiences - their knowledge, emotions and interactions - over an identified period of time.

Activity 3.2: Developing Audience Personas

This activity will guide you to develop audience personas in order to better understand your audience.

These activity handouts are included in Appendix 1.



STEP 3 OBJECTIVES

- Learn about the importance of understanding the social and behavioral determinants when identifying and selecting the priority and influencing audience(s)
- Analyze your current audience selection and segmentation and identify the gaps that may exist
- Apply the new information, including the gender-related social and behavioral determinants, to better understand your audience

KEY OUTPUT

A thorough understanding of the segmented audience(s) with audience profiles that look at and integrate the gender-related social and behavioral determinants. These may include, but are not limited to, traditional values, and religious and cultural practices for each identified audience.

RESOURCES

- [Designing a Social and Behavior Change Communication Strategy](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)
- [How to Do Audience Analysis](#)
- [How to Do Audience Segmentation](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)

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- [Template 3.1.1: Map your Audience's Journey](#)
- [Template 3.2.1: Audience Personas](#)



Step 4: Address Gender with a Behaviors Change Theory

SBCC and social marketing programs based on communication and behavioral **theories**, **frameworks** and **models** are more effective than those without a theoretical base. Since behaviors are complex, theories help guide the design, implementation and evaluation of a behavior change program. They can be used alone or in combination to guide program design, implementation and evaluation.

Choosing a program theory depends on the type of change needed and what drives your audience's behavior. Now that you know more about your current situation and the gender influences on behavior, you may decide that other theories or frameworks could be useful for integrating gender into your SBCC strategy or marketing plan.

There are many theories available to SBCC planners, each of which has a slightly different emphasis. The key to designing an effective SBCC strategy or marketing plan is to select a combination of theories (frameworks and/or models) that fit with your initial understanding of what influences behavior and social norms.

There are also gender-specific theories that can be combined with your communication and/or behavioral theory. The combination should apply to the unique characteristics of your program and your audience.

The following activity will guide you on integrating gender into a selected communication or behavioral theory, or combining a gender theory with a communication or behavioral theory. Before you begin you may want to review the different communication and behavioral theories described in the **Learn about SBCC and Gender** section. Do not be afraid to look for other theories used in other disciplines that may be applicable or adaptable to the SBCC context.

Activities

Activity 4.1: Understanding Theory and Integrating Gender

This activity will guide you on selecting an SBCC change theory and pairing it with a gender-specific theory.

This activity handout is included in Appendix 1.



STEP 4 OBJECTIVES

- Analyze your current choice or combination of theory, framework and/or models to determine if they allow your program to integrate, address and evaluate gender
- Select a new theory, framework and/or model, or combination that allows your program to integrate, address and evaluate gender, if needed

KEY OUTPUT

An identified theory, framework and/or model, or combination to be used during the SBCC strategy or marketing plan design, implementation and evaluation.

RESOURCES

- [Designing a Social and Behavior Change Communication Strategy](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)
- [Pathways Framework](#)
- [Socio-Ecological Model](#)
- [HC3 Research Primers](#)
- [How to Develop a Logic Model](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)
- [Handout 4.4.1: Common SBCC Theories](#)

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- [Template 4.1.1: Applying Gender to your Behavior Change Theory or Framework](#)

CASE STUDIES

- [Theory Case Study 4.1.1: Tchova Tchova](#)
- [Model Case Study 4.1.1: Go Girls! Initiative](#)



Step 5: Define Gender Transformative Communication Objectives

After setting a transformative vision, analyzing the new information from the situation analysis and adjusting your priority and influencing audience, you may have decided you need to revise or add more communication objectives. Communication objectives should reflect the desired knowledge, attitudes and practices (or behaviors) of your intended audience as well as social norms and/or policies, as a direct result of your SBCC or social marketing program. They should be clear and specific, and concisely answer:

- **What** do we want to happen?
- **How** will this change affect the individual, community and society?
- **When** do we want these changes?

You program most likely has objectives specific to health behaviors, such as an increase in use of modern contraceptives and/or an increase in utilization of family planning clinics. Integrating gender into the objectives of an SBCC strategy or marketing plan requires that the social and behavioral determinants identified in the gender-based analysis be considered and **gender transformative** changes reflected in your objectives. For example, do you need to add communication objectives around improved decision-making power among women? Greater partner communication? Reduced acceptance of violence against women? Greater involvement of men in family planning counseling?

To be transformative, the communication objectives should not limit themselves to health outcomes alone. Although your objectives may not address every level of the **socio-ecological model**, you should consider the socio-cultural norms that exist within the individual, family, community, facility and social or structural levels.

Activities

Activity 5.1: Develop Smart (and Transformative) Objectives

This activity will guide you to develop SMART communication objectives that are not only clear, specific and concise but gender transformative. Gender transformative objectives will allow you to design, implement and measure a program that contributes to gender transformation.

This activity handout is included in Appendix 1.



STEP 5 OBJECTIVES

- Learn about the importance of setting communication objectives that consider gender-related behavioral determinants
- Analyze your current communication objectives and identify the gaps that may exist
- Change or add communication objectives based on the new information from the situation analysis and revised priority audience(s) to be able to better meet your goal and address gender-related behavioral determinants

KEY OUTPUT

Clear, concise communication objectives that consider the gender-related behavioral determinants.

RESOURCES

- [Socio-Ecological Model](#)
- [Designing a Social and Behavior Change Communication Strategy](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)

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- [Template 5.1.1: Identify the Key Elements](#)
- [Template 5.1.2: Communication Objectives Table](#)



Step 6: Select Strategic Approaches and Channels

The next step to integrating gender into your SBCC strategy or marketing plan is to plan how you are going to communicate to your priority audience to meet your program's objectives. This "how" is the strategic approaches and channels that your SBCC program uses to meet its objectives.

When considering the strategic approach or mix of approaches, remember your primary audience and identify the types of communication channels that will maximize reach and effectiveness of the messages. A well-thought-out plan will consider the communication landscape, audience characteristics and access, and desired reach and intensity. It will also be designed to reach the program's objectives, deliver effective messages and work within the program budget.

When assessing the current approaches in your SBCC strategy or marketing plan, consider the findings from your gender-based analysis and audience insights. For example:

- Does your intended audience have access to the channel? If your program aims to reach women through mass media, determine if and when a woman has access to television and if she has the decision-making authority to choose the station or program. If your program is using school-based approaches to reach girls, are the most vulnerable girls in school?
- How do women and men perceive the approaches you have selected? Would they be considered trusted sources of information for men? For women?
- Do gender norms affect the implementation and effectiveness of your approach? If using community dialogue or group discussions, do you need to hold separate discussions for men and women to ensure women are able to participate?
- How do gender roles and responsibilities in the family and community affect the timing of your approaches? If community health workers need to reach men, what times of day should they visit?

Using a thoughtful blend of multiple approaches increases an audience's exposure to messages. It also increases repetition of the message, allowing different channels to reinforce meaning. Repeat exposure improves the likelihood that a message will be understood, accepted and acted upon. You can use a combination of approaches, which include:

- **Advocacy**
- **Mass Media**



STEP 6 OBJECTIVES

- Learn about the importance of selecting a strategic approach or mix of approaches that consider the priority audience and the gender-related behavioral determinants
- Analyze your current strategic approach and activities and identify the gaps that may exist
- Adjust your strategic approach or add channels and activities based on the new information from the situation analysis and revised priority audience(s) to be able to better meet your goal and address gender-related behavioral determinants

KEY OUTPUT

A strategic framework that clearly outlines a combination of approaches to meet the program objectives and reach the intended audience(s).

RESOURCES

- [Designing a Social and Behavior Change Communication Strategy](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)
- [A Theory Based Framework for Media Selection in Demand Generation Programs](#)
- [How to Develop a Channel Mix](#)
- [Utilizing ICT in Demand Generation for Reproductive, Maternal, Newborn and Child Health](#)

- **Support Media/Mid-Media**
- **Community-Based Media**
- **Community Mobilization**
- **Social Mobilization**
- **Counseling**
- **Interpersonal Communication/Peer Communication**
- **Distance Learning**
- **Information and Communication Technology**

When selecting strategic approaches, you can use a framework or model, such as the **Pathways** framework, to help guide the appropriate mix of channels across the different [socio-ecological](#) levels. Frameworks help to guide the design and implementation of a program by showing how the approach(es) and activities will contribute to objectives. Even if the communication messages and materials are wonderfully and cleverly designed, if they do not reach the intended audience, they will not be effective.

Activities

Activity 6.1: Using Models and Frameworks to Select the Right Approaches

This activity will guide you on how to use the socio-ecological model and **Pathway** framework to identify, select and validate the best approaches to guide your program to achieve the set objectives.

Activity 6.2: Identifying the Best Channels to Reach the Audience

This activity will guide you to identify the different channels and determine if they are realistic and relevant to your program. The activity will help you think through the time and resources needed, as well as the demographic and psychographic characteristics of your audience, including the different gender dynamics.

These activity handouts are included in Appendix 1.

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)
- [Handout 6.1.1: Common Communication Channels](#)

BLANK TEMPLATES

- [Template 6.1.1: The Socio Ecological Model](#)
- [Template 6.1.2: Table for Programmatic Approaches](#)
- [Template 6.1.3: Pathways Model](#)
- [Template 6.2.1: Choose the Right Channels and Activities](#)



Step 7: Integrate Gender into Program Positioning and Message Strategy

The positioning statement will incorporate the information from previous steps and synthesize this information to form a complete picture of your SBCC strategy or marketing plan. **Positioning** is the identity you want your SBCC program to have. It presents the strategic approach in a way that is persuasive and appealing and memorable to the intended audience. In the context of strategic design, positioning means presenting a challenge, service or product so that it stands out. It also provides direction and shapes the development of messages. It is the consistent voice that runs throughout and reinforces activities for a cumulative effect.

With a well-thought-out positioning statement and message strategy, programs can better develop messages that consider the gender dynamics and determinants discovered during the analysis phase. As a first step, be sure your positioning does not reinforce negative **gender norms**, traditions and practices. For example, if you position male involvement in family planning campaign around “strong men,” this may reinforce gender norms about masculinity and male dominance. Ideally, your positioning will be **gender transformative**, which will help shape the choice of appropriate strategic approaches and messages that transform gender-related norms, attitudes and behaviors towards a healthier society.

Activities

Activity 7.1: Deciding How to Position Your Program

This activity will guide you in looking at your programmatic perspective versus the audience perspective and how best to position your program to find the sweet spot. The activity will help you consider if you should position it as a program for women, men, health or gender.



Activity 7.2: Designing the Right Messages

This activity will guide you in designing a message strategy that will move your audience from their current behaviors to the desired behaviors. The activity will examine the potential consequences of how messages are phrased and the resulting changes in behavior.

These activity handouts are included in Appendix 1.

STEP 7 OBJECTIVES

- Understand the importance of having a positioning statement and messages that consider gender and do not negatively reinforce the role of men and women
- Analyze your current positioning statement and messages, and identify the gaps that may exist
- Adjust your positioning statement and/or messages based on the new information from the situation analysis and revised priority audience(s) to be able to better meet your goal and address gender-related behavioral determinants

KEY OUTPUT

A clear positioning statement and message strategy that looks at the gender-related behavioral determinants and does not negatively reinforce the role of men and women.

RESOURCES

- [P-Process](#)
- [Designing a Social and Behavior Change Communication Strategy](#)
- [How to Create a Brand Strategy Part 2: Developing Positioning for a Branded Product, Service or Behavior](#)
- [How to Create a Brand Strategy Part 3: Developing the Personality and Look of the Brand](#)
- [How to Design SBCC Messages](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)

BLANK TEMPLATES

- [Template 7.1.1: SBCC Value Proposition Canvas](#)
- [Template 7.2.1: Design the Right Messages](#)



Step 8: Add Gender Indicators to a Monitoring and Evaluation Plan

To monitor progress and measure impact for **gender transformation** in SBCC programs, it is important to ensure the right indicators and the right questions are included in a quality monitoring and evaluation plan.

Through a quality monitoring and evaluation process, implementers can gather information that can be used to improve current and future programs. Your plan should also try to identify any unintended consequences on women and men, girls and boys. This data is invaluable when applying a gender transformative approach to health programming.

Evaluations of SBCC programs may face challenges when operationalizing complex socio-cultural constructs like gender transformation or **gender norms**. Researchers have highlighted how gender norms and practices can occur at the couple, household, community and structural levels, and how they may vary across different contexts.



A first step to measuring gender transformation is to disaggregate data by sex. Researchers also use gender-specific measures such as:

- Women's and men's involvement in household decisions, including health and family planning decisions
- Freedom of movement
- Women's social status: employment, education or age at first marriage
- Attitudes toward, and prevalence of, **gender-based violence**
- Attitudes concerning roles within the household, including childcare
- Attitudes about sexual norms, such as the ability and/or right of women to refuse sex, men's perceptions about sex and number of sexual partners

There are a number of indicators and existing scales that have already been tested and validated that you can use to examine key gender-related constructs. The choice of what to measure will differ depending on the goals and objectives of the program. Refer to **existing scales for evaluating impact**.

STEP 8 OBJECTIVES

- Learn about some of the indicators used to measure the gender-related social and behavioral determinants
- Identify and develop indicators that your program can use to measure the gender-related effects of your SBCC interventions

KEY OUTPUT

A list of indicators that measure the gender-related effects of your program to include in your monitoring and evaluation plan.

RESOURCES

- [Designing a Social and Behavior Change Communication Strategy](#)
- [Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide](#)
- [How to Develop Monitoring Indicators](#)
- [How to Develop a Monitoring and Evaluation Plan](#)
- [How to Conduct Qualitative Formative Research](#)
- [Compendium of Gender Scales](#)
- [Women's Empowerment in Agriculture Index](#)
- [The DHS Gender Corner](#)
- [The World's Women 2010: Trends and Statistics](#)
- [Gender-Equity or Gender Equality Scales and Indices for Potential Use in Aquatic Agricultural Systems](#)

ACTIVITY HANDOUTS

- [Handout: Gender-Related Social and Behavioral Determinants](#)
- [Handout 8.1.1: Table of Gender Indicators](#)

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- [Template 8.1.1: New Gender Indicators Tables](#)

It is recommended that you engage a researcher who specializes in SBCC and/or gender to develop a more thorough plan. It is also critical to train data collectors and key research staff on the role of gender in evaluations and conducting participatory and inclusive dissemination of the results.

Activities

Activity 8.1: Measuring Gender Constructs

This activity will help you review your existing monitoring and evaluation plan to make sure it includes gender indicators and is designed to monitor and evaluate your revised communication objectives. The activity will also guide you to develop gender-relevant indicators to measure the effectiveness of your program.

This activity handout is included in Appendix 1.



Step 9: Integrate Gender into the Strategy and Prepare for Next Steps

You have now completed the steps necessary for integrating gender into your existing SBCC strategy or marketing plan. Along the way, you undertook activities to help you:

- **Set a Gender Transformative Vision**
- **Gather Gender-Specific Information on Your Current Situation**
- **Create a Gender-Focused Understanding of Your Audience**
- **Address Gender with a Behavior Change Theory**
- **Define Gender Transformative Communication Objectives**
- **Select Strategic Approaches and Channels**
- **Integrate Gender into Program Positioning and Message Strategy**
- **Add Gender Indicators to a Monitoring and Evaluation Plan**

You are now prepared to incorporate this important new information about gender into an existing program. You can also use it when developing a **new** SBCC strategy or marketing plan.

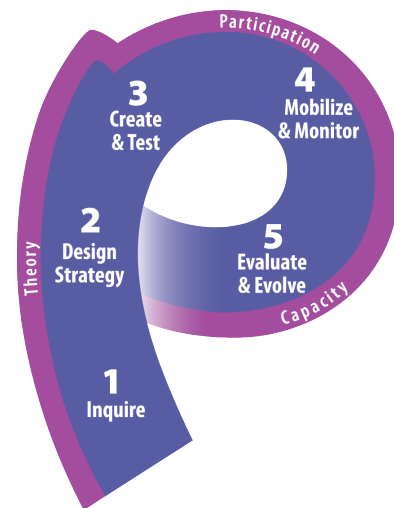
Program staff should be prepared to address gender issues throughout the implementation of a program. Although some of these issues may be unexpected or unforeseen, it is possible to develop a plan that will help to identify and/or mitigate the issues as they arise. An implementation plan should consider how to secure the active participation of men and women in the rollout of the strategy.

Successfully integrating gender into your program requires scrutinizing how the implementation of program activities uphold the gender elements synthesized throughout the previous steps.

The SBCC strategy design process is the first step in having a gender transformative program but it is only one of them. Most successful SBCC programs follow a process of design, implementation and monitoring. The **P Process** is a step-by-step roadmap that can guide you from a loosely defined concept about changing behavior to a strategic and participatory program that is grounded in theory and has measurable impact. The **P Process** consists of the following five steps:

1. Inquire
2. Design Strategy
3. Create and Test
4. Mobilize and Monitor
5. Evaluate and Evolve

Think about how you may apply your new knowledge to the rest of your program. Gender should be integrated into each and every step of the process. Multiple stakeholders at the national, district and community levels should be fully engaged and trained on gender, which in turn strengthens their capacity for SBCC planning and implementation.



Appendix 1: Activity Handouts and Templates

ASSES A PROGRAM'S GENDER STATUS

- Activity 0.1 Understanding and Applying the Gender Equality Continuum
- Activity 0.2: Using a Checklist to Review Your Program's Current Status

STEP 1: SET A GENDER TRANSFORMATIVE VISION

- Activity 1.1: Defining a Gender Transformative Vision
- Activity 1.2: Telling Your Program's Story and Setting a Clear Vision

STEP 2: GATHER GENDER SPECIFIC INFORMATION ON THE CURRENT SITUATION

- Activity 2.1: Identifying the Core Problem
- Activity 2.2: Mapping Community and Social Resources
- Activity 2.3: Examining Power Dynamics and Decision-Making
- Activity 2.4: Exploring and Prioritizing the Strengths, Weaknesses, Opportunities and Threats

STEP 3: CREATE A GENDER FOCUSED UNDERSTANDING OF THE AUDIENCE

- Activity 3.1: Mapping Your Audience's Journey
- Activity 3.2: Developing Audience Personas

STEP 4: ADDRESS GENDER WITH A BEHAVIOR CHANGE THEORY

- Activity 4.1: Applying Gender to Your Behavior Change Theory or Framework

STEP 5: DEFINE GENDER TRANSFORMATIVE COMMUNICATION OBJECTIVES

- Activity 5.1: Develop SMART (and Transformative) Communication Objectives

STEP 6: SELECT STRATEGIC APPROACHES AND CHANNELS

- Activity 6.1: Using Models and Frameworks to Select the Right Approaches
- Activity 6.2: Identifying the Best Channels and Activities to Reach Your Audience

STEP 7: INTEGRATE GENDER INTO PROGRAM POSITIONING AND MESSAGE STRATEGY

- Activity 7.1: Deciding How to Position Your Program
- Activity 7.2: Designing the Right Messages

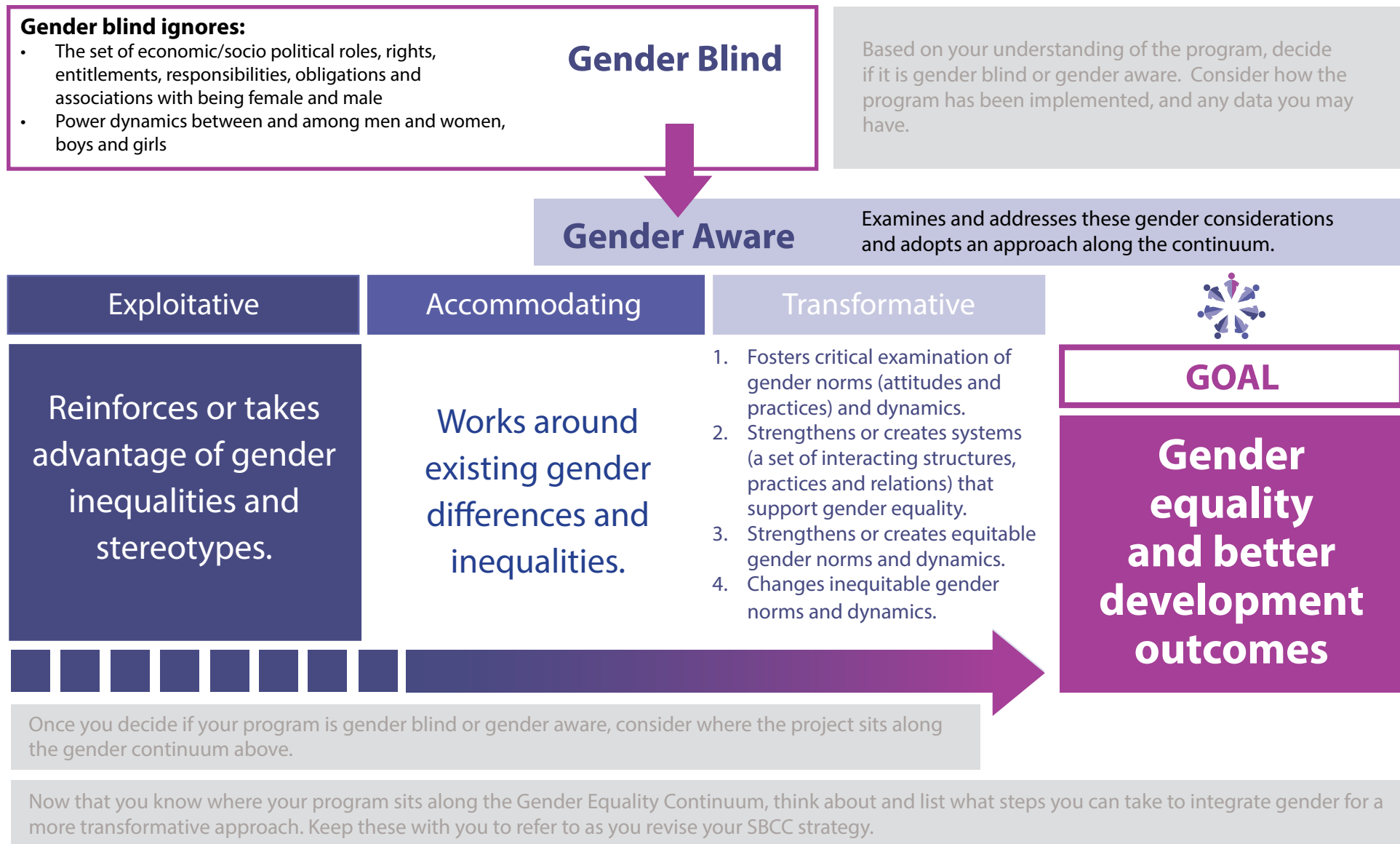
STEP 8: ADD GENDER INDICATORS TO A MONITORING AND EVALUATION PLAN

- Activity 8.1: Measuring Gender Constructs



Gender and SBCC Implementation Kit

Template 0.1.1: Gender Equality Continuum





Gender and SBCC Implementation Kit

Template 1.1.1: A Gender Transformative Vision

Share and write the key elements of your dreams – the things that made you feel good about your community.



Use the T-Shirt template to develop a pictorial representation of your vision in the form of a statement, story or picture. Your vision should represent a gender transformative community. It should be short and succinct, and able to communicate the idea but still fit on a T-shirt!



Gender and SBCC Implementation Kit

Template 1.2.1: It's BIG News!

Name of Publication

Date: List the day, month and year of your vision

today's

WEATHER

tomorrow's

WEATHER

In Other News:

In city news...

In sporting news...

In international news...

Front Page Headline: It's BIG news!

Think about the community you have envisioned in the previous exercise.
Now think about what story you want to be told about your organization in ten years time.
In the space below, tell that story. Give it a headline. Describe or draw a photograph.
And remember, this is BIG news!

News Story.

Describe what a publication would say about the contribution your organization has made.

Photograph.

Draw or describe an image that helps to tell the story.

1

Characteristics.

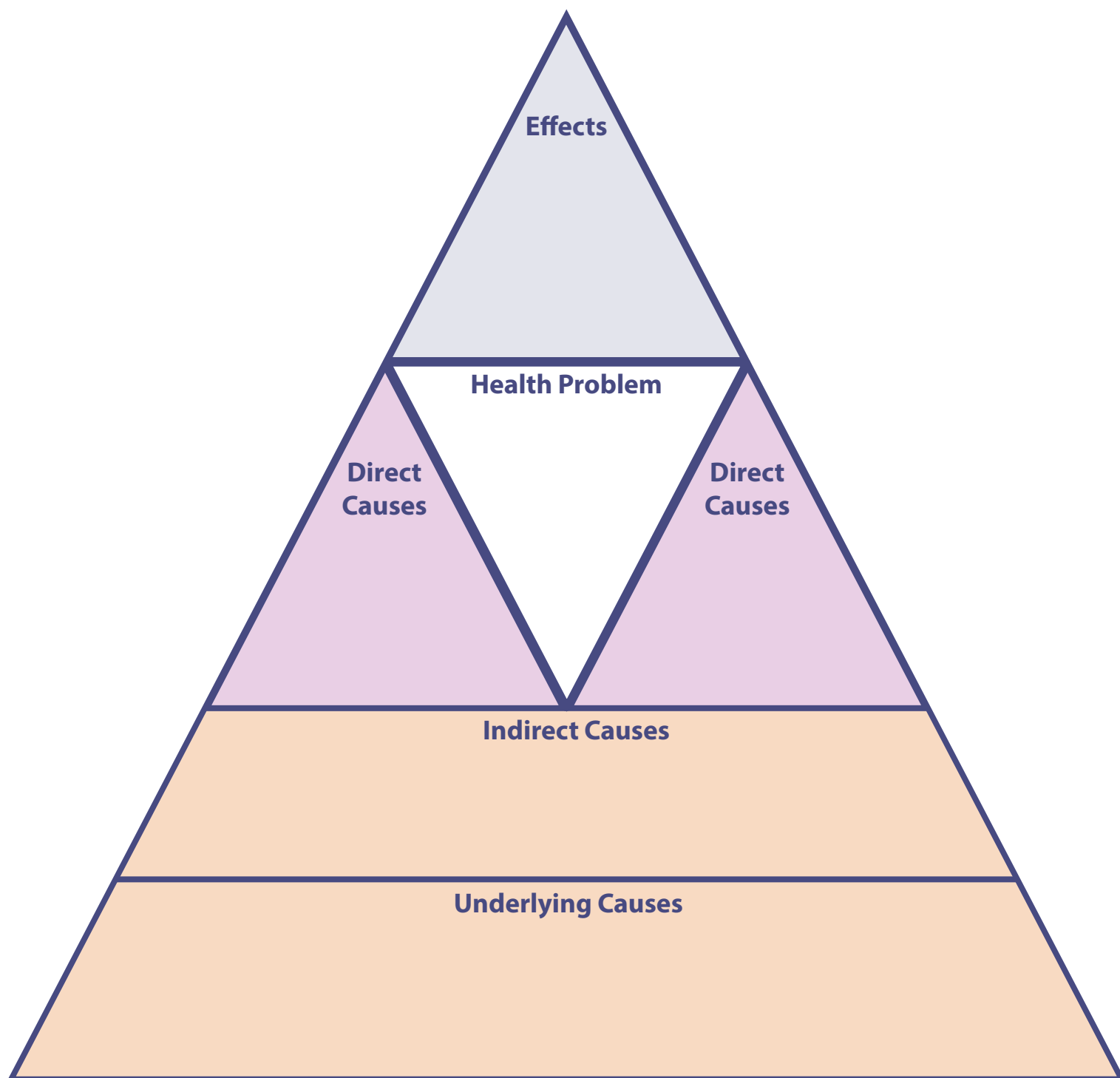
2

List three words that a publication would use to describe your organization.

3



Template 2.1.1: Root-Cause Analysis Pyramid





Template 2.2.1: Community and Social Resource Map

Map Key:

[illegible]

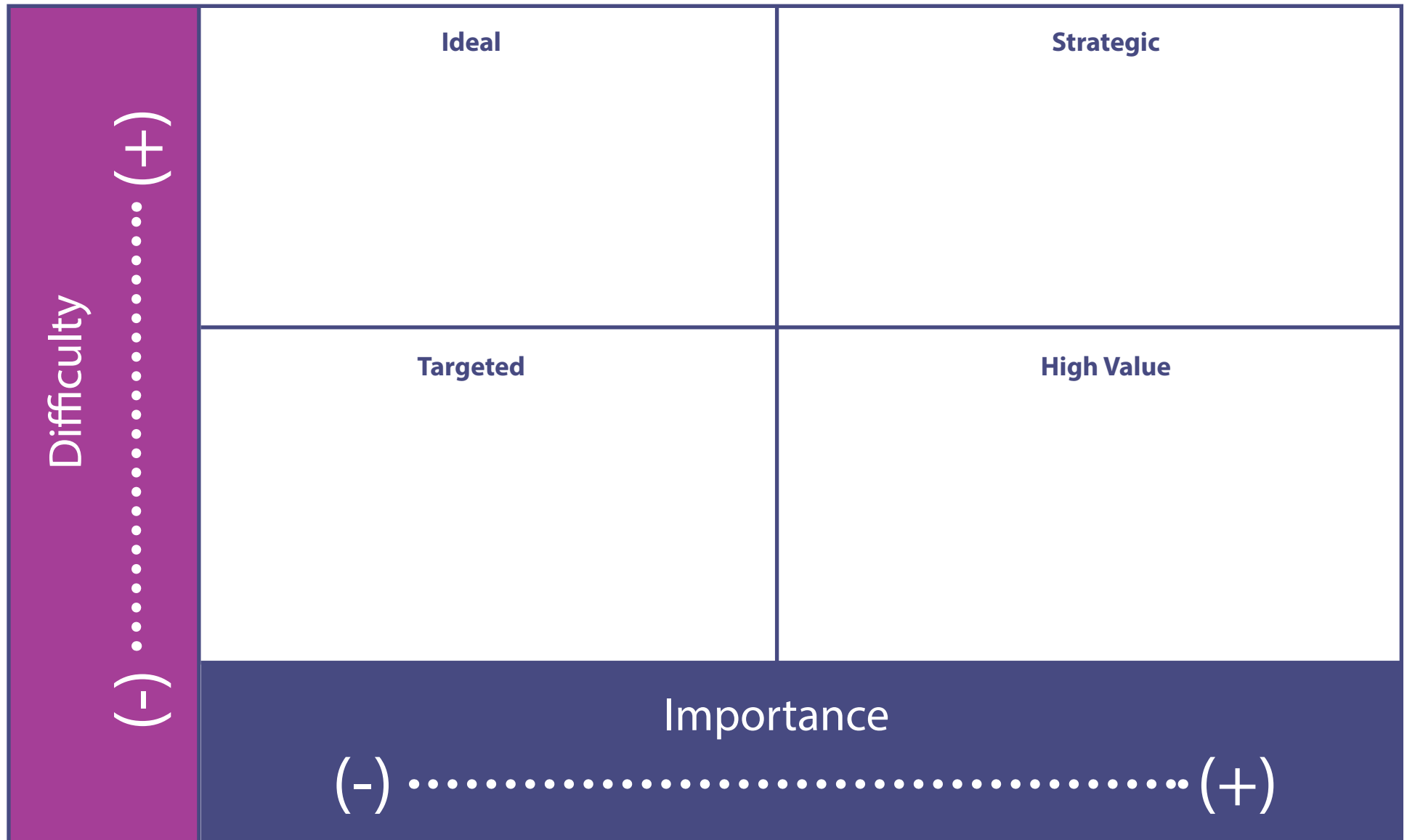


Template 2.4.1: SWOT Analysis Table

	Individual		Family and Peer	Community	Service Delivery	Social and Structural
	Women	Men				
Strengths						
Weaknesses						
Opportunities						
Threats						



Template 2.4.2: Priority Map



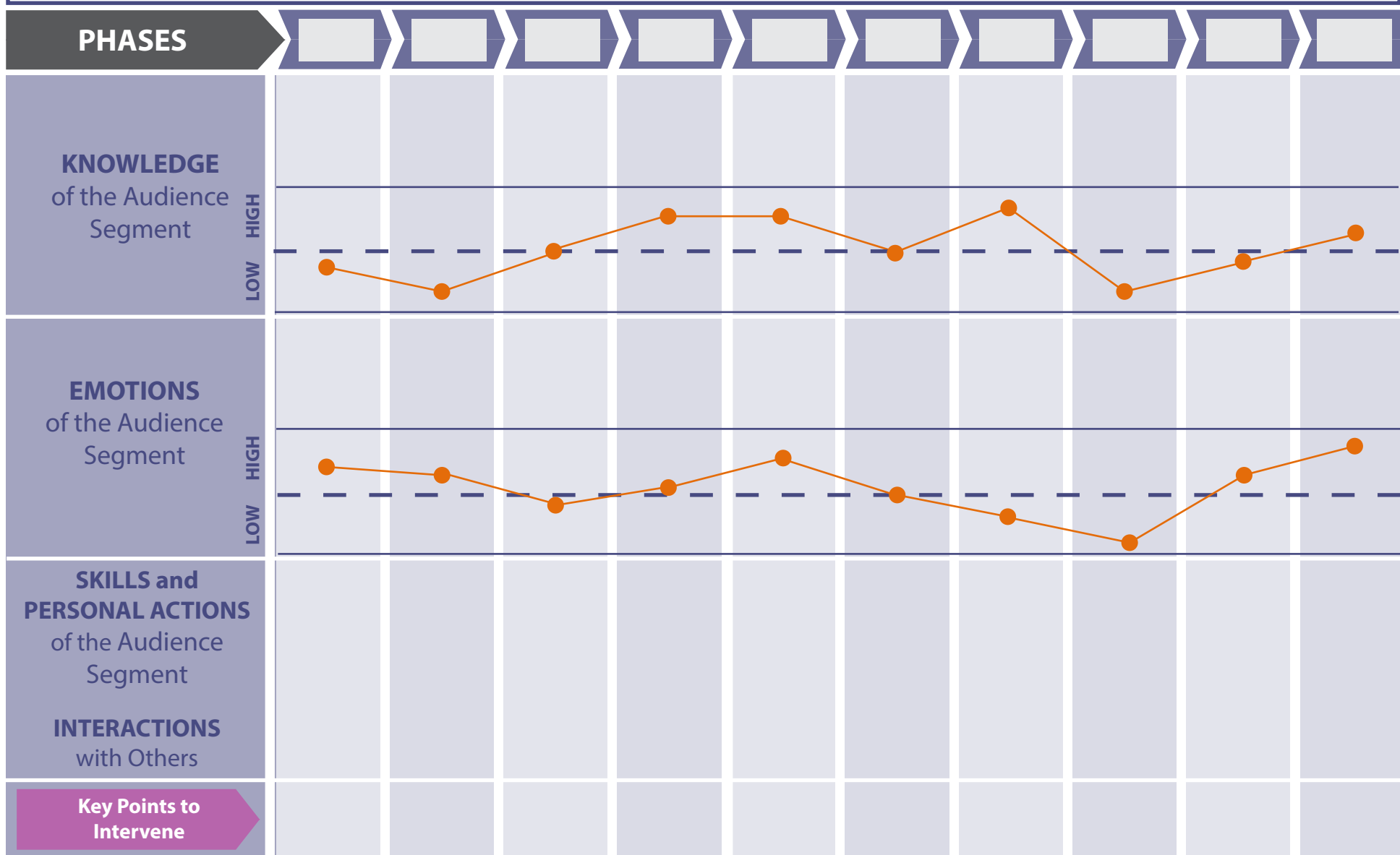
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Gender and SBCC Implementation Kit

Template 3.1.1: Map your Audience's Journey

Audience Segment:





Gender and SBCC Implementation Kit

Template 3.2.1: Audience Personas

Audience Persona Name:

Section 1: WHO?

Background

Job. Career.
Family. Parity status.
Marital status. Other.

Demographics

Gender. Age.
Education. Income.
Geographic location. Other.

Identifiers (Psychographics)

Personality. Values. Opinions.
Attitudes. Interests. Lifestyle. Peer group.
Sexuality. Family Planning User. Other.

Audience Persona Name:

Section 2: WHAT?

Personal Goals

Primary goal. Secondary goal. Others.

Challenges/Barriers

Primary challenge.
Secondary challenge. Others.

Opportunities/ Facilitators

Primary opportunity.
Secondary opportunity. Others.

Audience Persona Name:

Section 3: WHY?

Behavioral Objectives

What is the behavior you would like to see the persona demonstrate?

Common Objectives

Why would they adopt the behavior, service or product?

Audience Persona Name:

Section 4: HOW?

How can we help?

...our persona achieve their goals?
...our persona overcome their challenges?

Communication Message

How should you describe your solution
to your persona?

Elevator Pitch

Sell your persona on the solution!



Template 4.1.1: Applying Gender to your Behavior Change Theory or Framework

List your theory
or framework

List the key
constructs

For each
construct
consider the
following

Is this construct influenced by gender-based power dynamics?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Are there any social structures that influence the construct? Do they act as a barrier or facilitator?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Is this construct influenced by the dominance of one group over another?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
How do gender roles and norms influence this construct?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
What underlying gender-related determinants of health affect this construct?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Does gender-based division of labor influence your understanding of the construct?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>

What
implications
does this have
for your strategy?



Template 5.1.1: Identify the Key Elements

Audience <i>Who?</i>	Desired Change <i>What?</i>	How Much Change <i>How Much?</i>	Timeframe <i>When?</i>

Template 5.1.2: Communication Objectives Table

Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

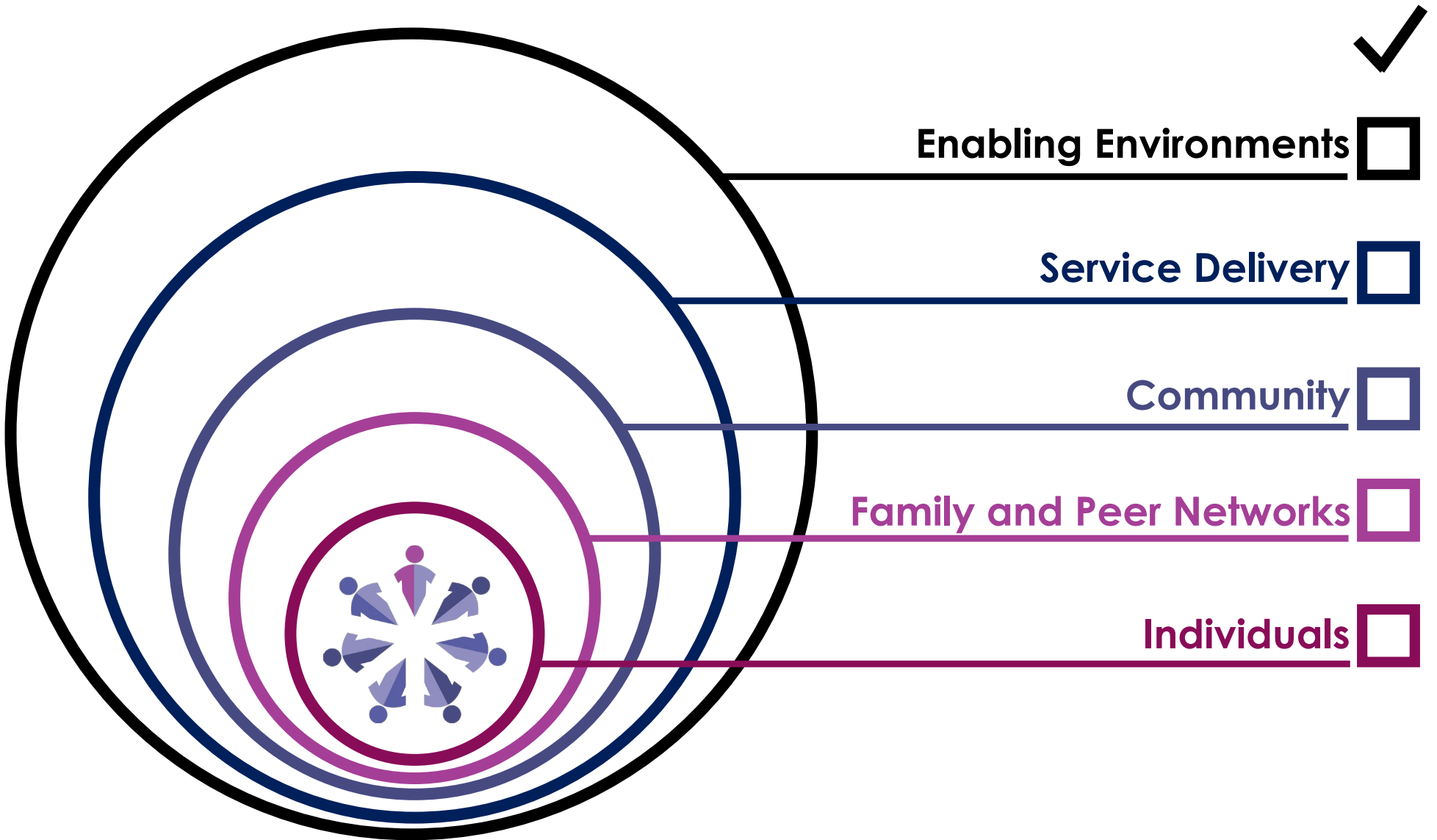
Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

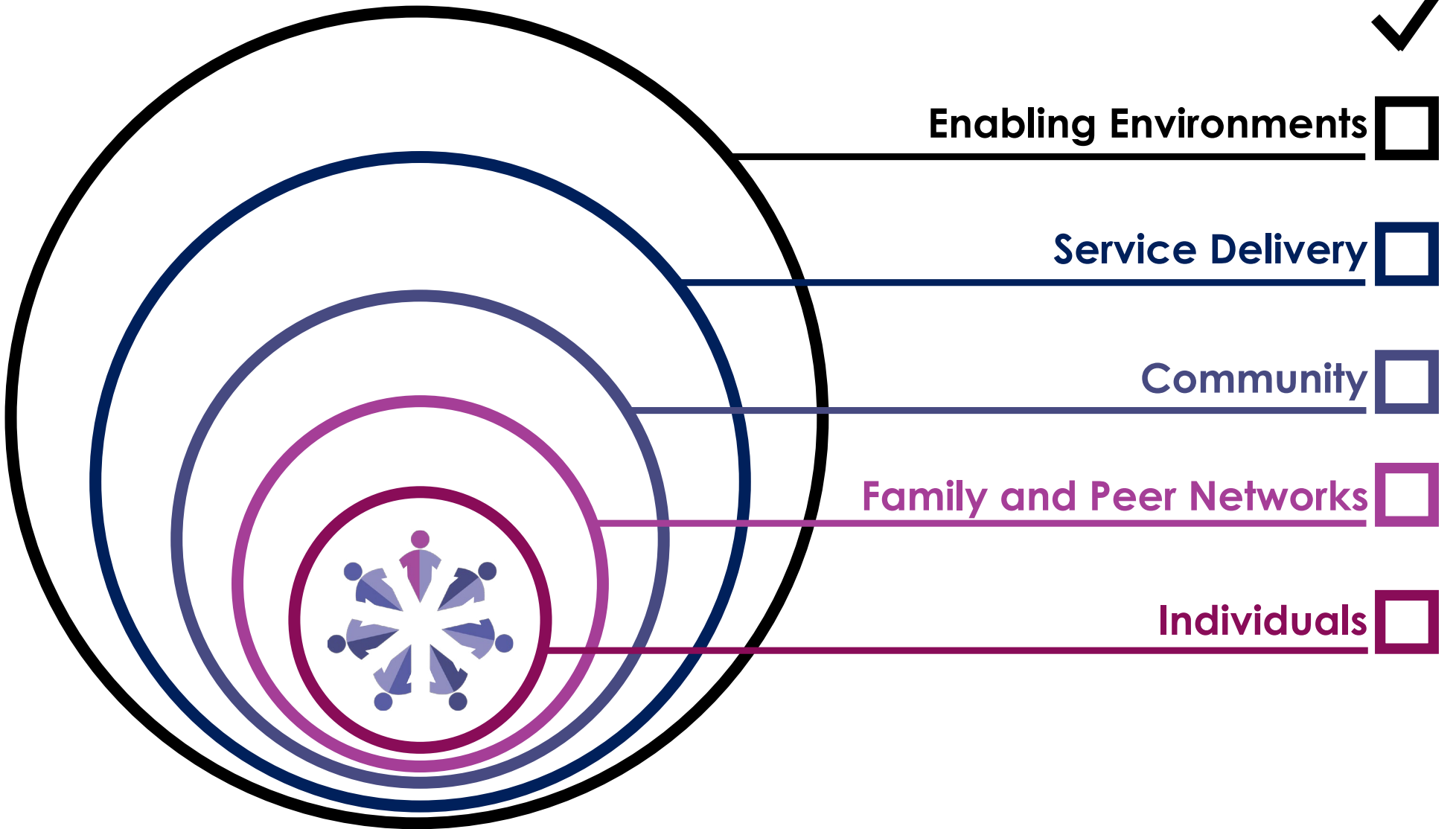


Template 6.1.1: The Socio Ecological Model





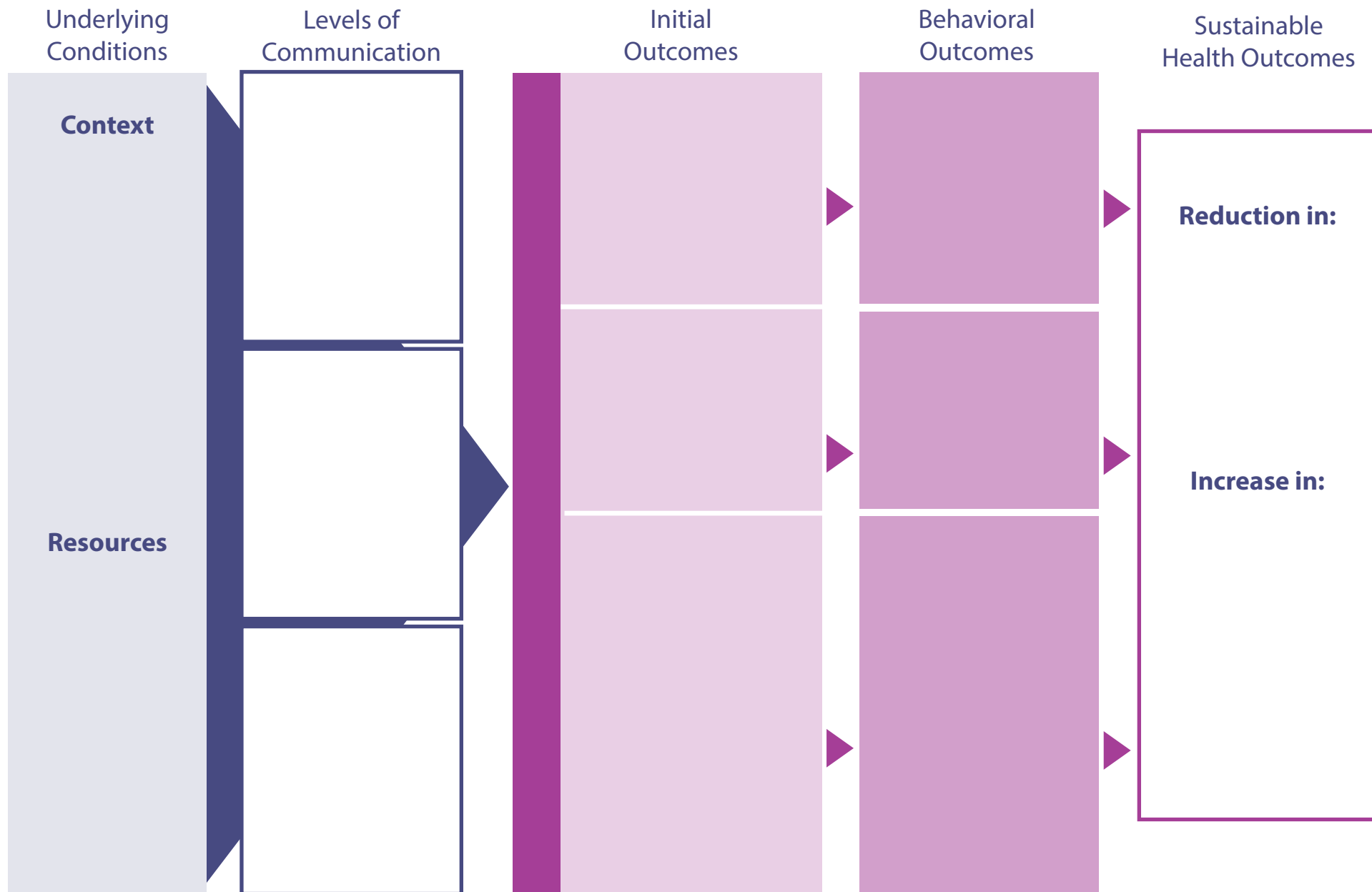
Template 6.1.1: The Socio Ecological Model



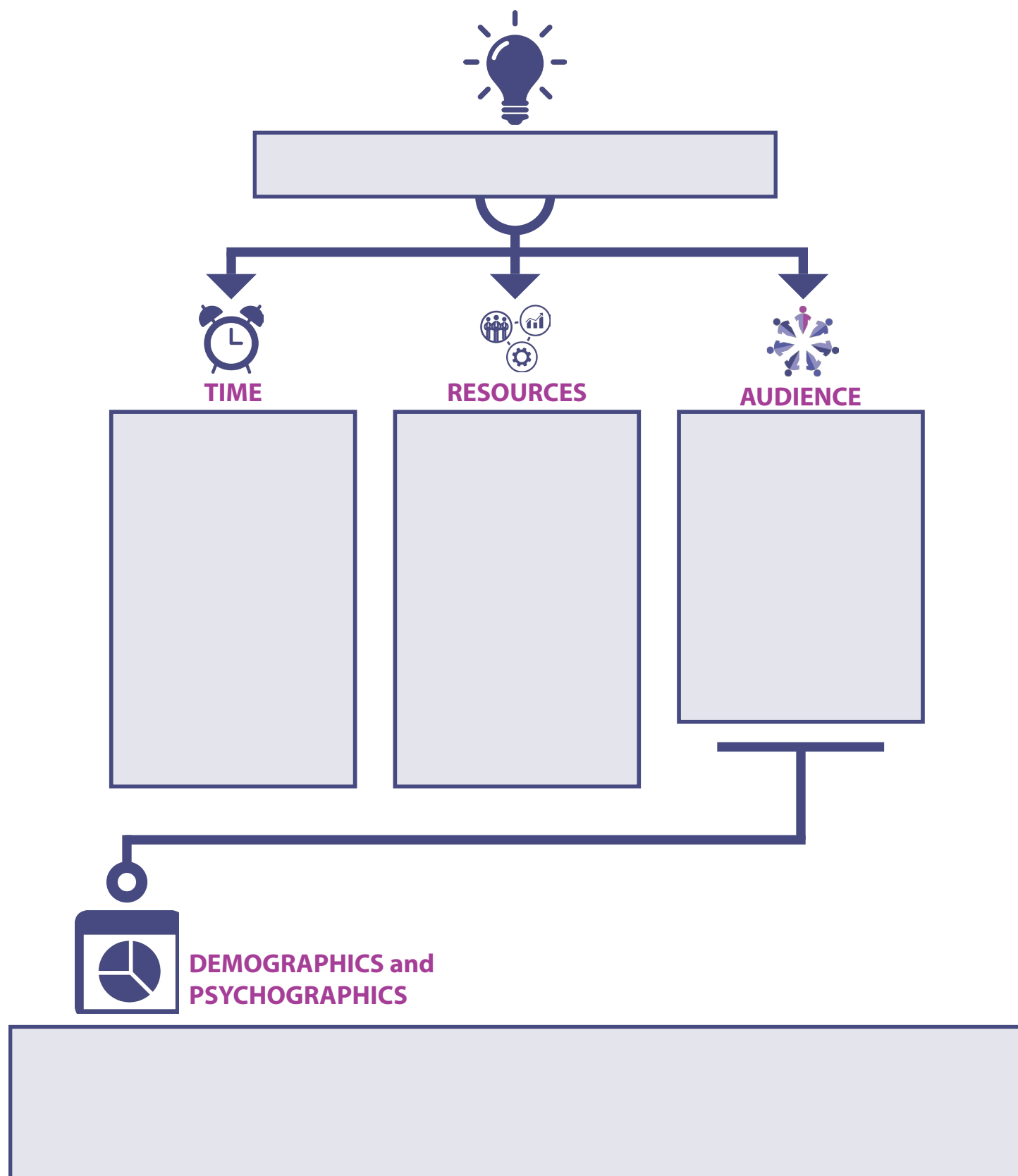
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Template 6.1.3: Pathways Model

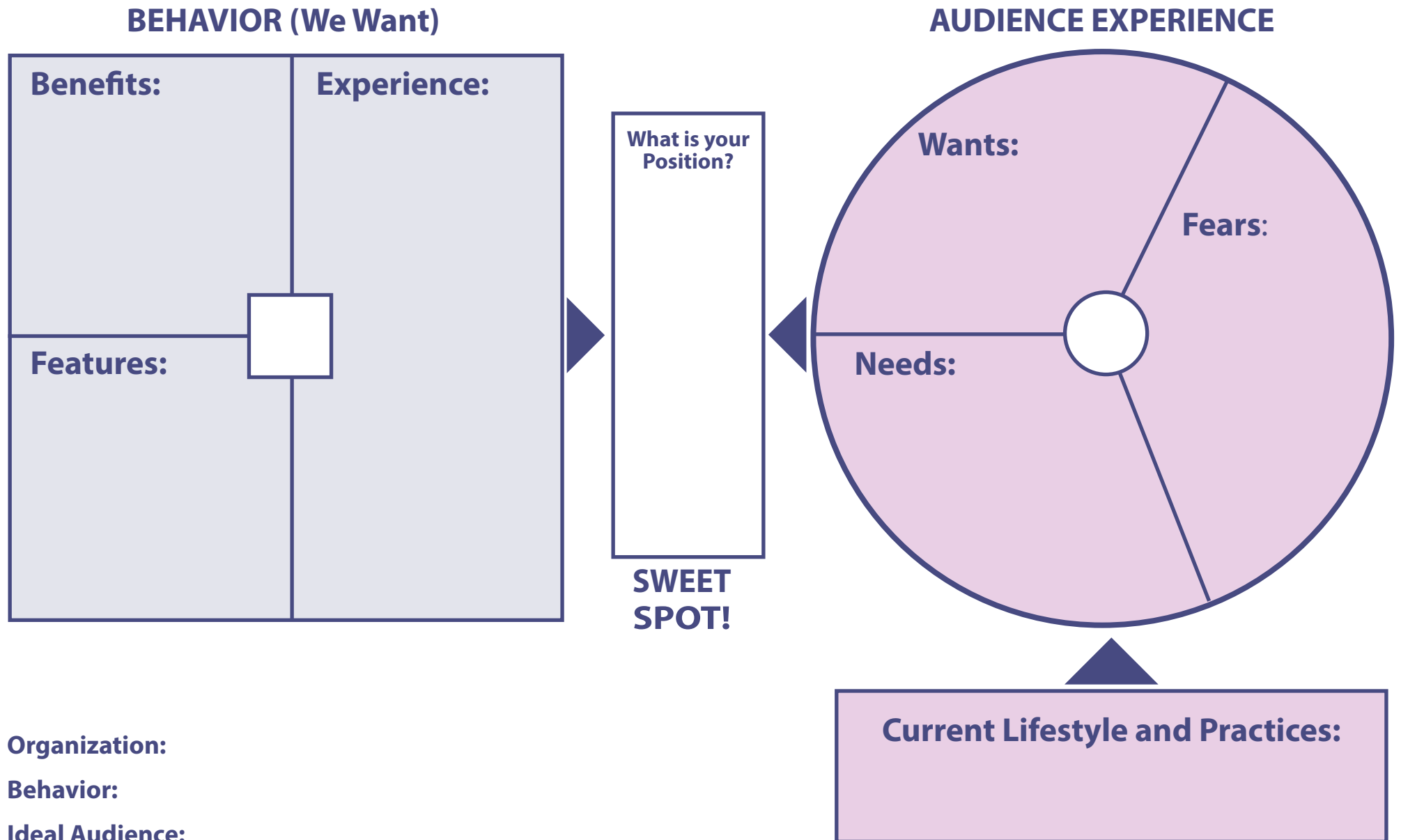


Template 6.2.1: Choose the Right Channels and Activities





Template 7.1.1: SBCC Value Proposition Canvas





Template 7.2.1: Develop the Right Messages

Current Belief:

What does your audience segment currently believe or feel about the desired behavior?

Key Message:

Looking at the current beliefs and actions of your audience segment versus the desired beliefs and your actions, what is your message?

What can you say to your audience segment to change from their current state to your desired state?

Use your audience analysis and audience profile from your SBCC value proposition canvas.

Your message(s) should be framed in a way that does not reinforce harmful gender norms and strives for gender transformation.

Desired Belief:

What do you want your audience segment to believe or feel about the desired behavior?

Current Actions:

What is the current action or practice of your audience segment?

Desired Actions:

What does your audience segment currently believe or feel about the desired behavior?

[illegible]

Appendix 2: Blank Templates



ASSESS A PROGRAM'S GENDER STATUS

- Template 0.1.1: Gender Equality Continuum

STEP 1: SET A GENDER TRANSFORMATIVE VISION

- Template 1.1.1: A Gender Transformative Vision
- Template 1.2.1: It's Big News!

STEP 2: GATHER GENDER SPECIFIC INFORMATION ON THE CURRENT SITUATION

- Template 2.1.1: Root Cause Analysis Pyramid
- Template 2.2.1: Community and Social Resource Map
- Template 2.3.1: Power and Decisions
- Template 2.4.1: SWOT Analysis Table
- Template 2.4.2: SWOT Priority Map
- Template 2.4.3: Priority Action Table

STEP 3: CREATE A GENDER FOCUSED UNDERSTANDING OF THE AUDIENCE

- Template 3.1.1: Map yYour Audience's Journey
- Template 3.2.1: Audience Personas

STEP 4: ADDRESS GENDER WITH A BEHAVIOR CHANGE THEORY

- Template 4.1.1: Applying Gender to Your Behavior Change Theory or Framework

STEP 5: DEFINE GENDER TRANSFORMATIVE COMMUNICATION OBJECTIVES

- Template 5.1.1: Identify the Key Elements
- Template 5.1.2: Communication Objectives Table

STEP 6: SELECT STRATEGIC APPROACHES AND CHANNELS

- Template 6.1.1: The Socio Ecological Model
- Template 6.1.2: Table for Programmatic Approaches
- Template 6.1.3: Pathways Model
- Template 6.2.1: Choose the Right Channels and Activities

STEP 7: INTEGRATE GENDER INTO PROGRAM POSITIONING AND MESSAGE STRATEGY

- Template 7.1.1: SBCC Value Proposition Canvas
- Template 7.2.1: Design the Right Messages

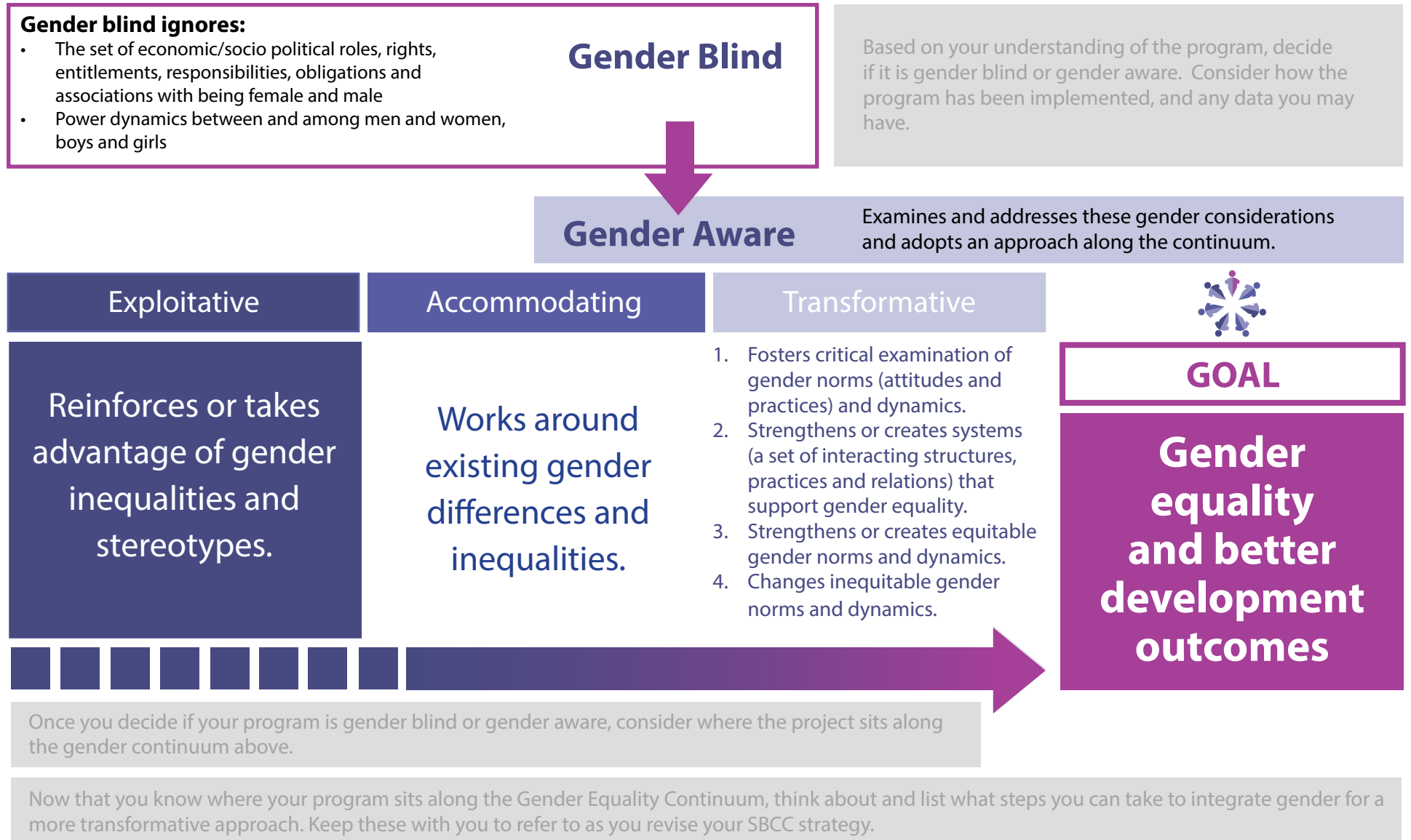
STEP 8: ADD GENDER INDICATORS TO A MONITORING AND EVALUATION PLAN

- Template 8.1.1: New Gender Indicators Tables



Gender and SBCC Implementation Kit

Template 0.1.1: Gender Equality Continuum





Gender and SBCC Implementation Kit

Template 1.1.1: A Gender Transformative Vision

Share and write the key elements of your dreams – the things that made you feel good about your community.



Use the T-Shirt template to develop a pictorial representation of your vision in the form of a statement, story or picture. Your vision should represent a gender transformative community. It should be short and succinct, and able to communicate the idea but still fit on a T-shirt!



Template 1.2.1: It's BIG News!

Name of Publication

Date: List the day, month and year of your vision

today's

WEATHER

tomorrow's

WEATHER

In Other News:

In city news...

In sporting news...

In international news...

Front Page Headline: It's BIG news!

Think about the community you have envisioned in the previous exercise.
Now think about what story you want to be told about your organization in ten years time.
In the space below, tell that story. Give it a headline. Describe or draw a photograph.
And remember, this is BIG news!

News Story.

Describe what a publication would say about the contribution your organization has made.

Photograph.

Draw or describe an image that helps to tell the story.

1

Characteristics.

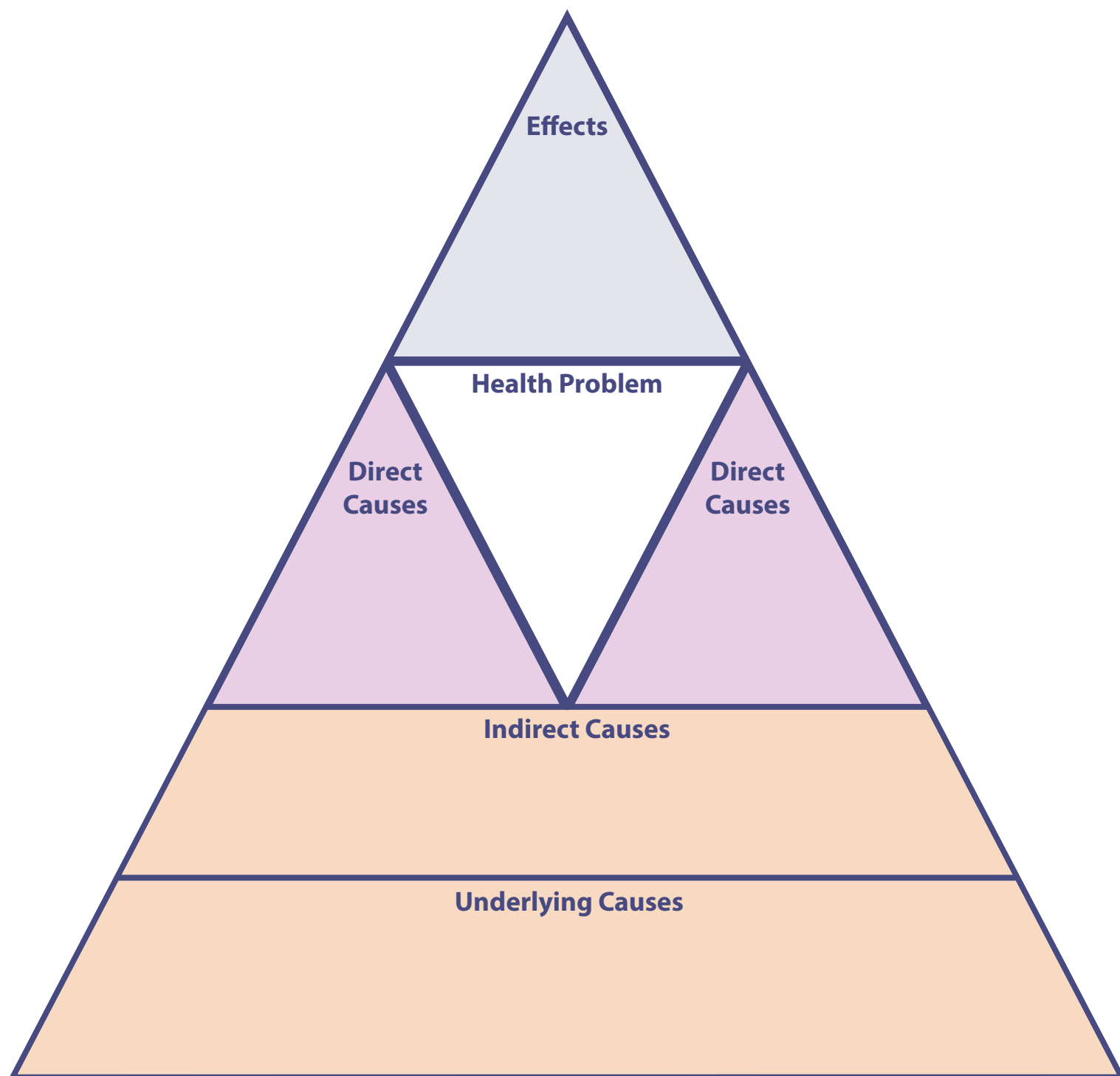
2

List three words that a publication would use to describe your organization.

3



Template 2.1.1: Root-Cause Analysis Pyramid



Template 2.2.1: Community and Social Resource Map

Map Key:



Template 2.3.1: Power and Decisions

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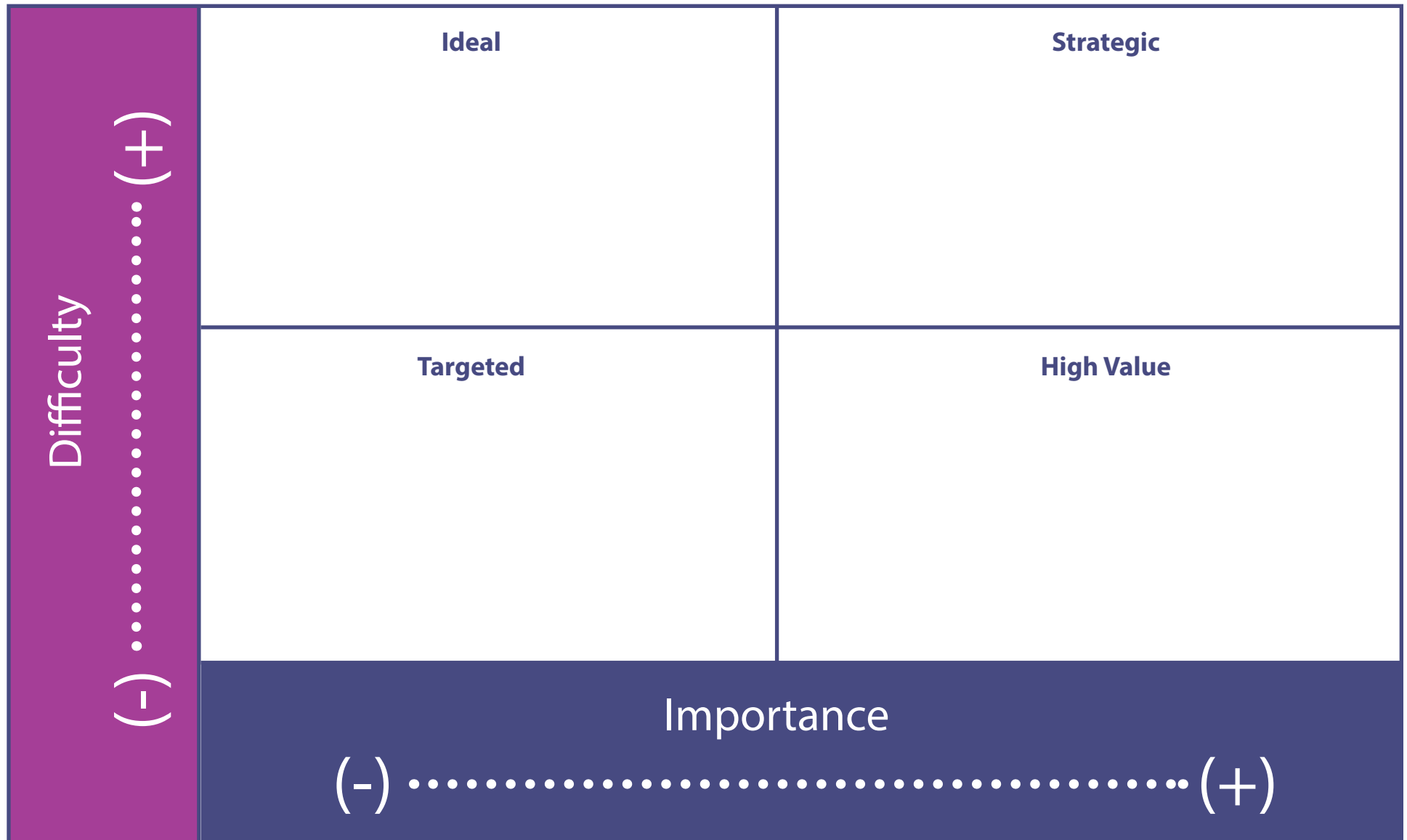


Template 2.4.1: SWOT Analysis Table

	Individual		Family and Peer	Community	Service Delivery	Social and Structural
	Women	Men				
Strengths						
Weaknesses						
Opportunities						
Threats						



Template 2.4.2: Priority Map





Template 2.4.3: Priority Action Table

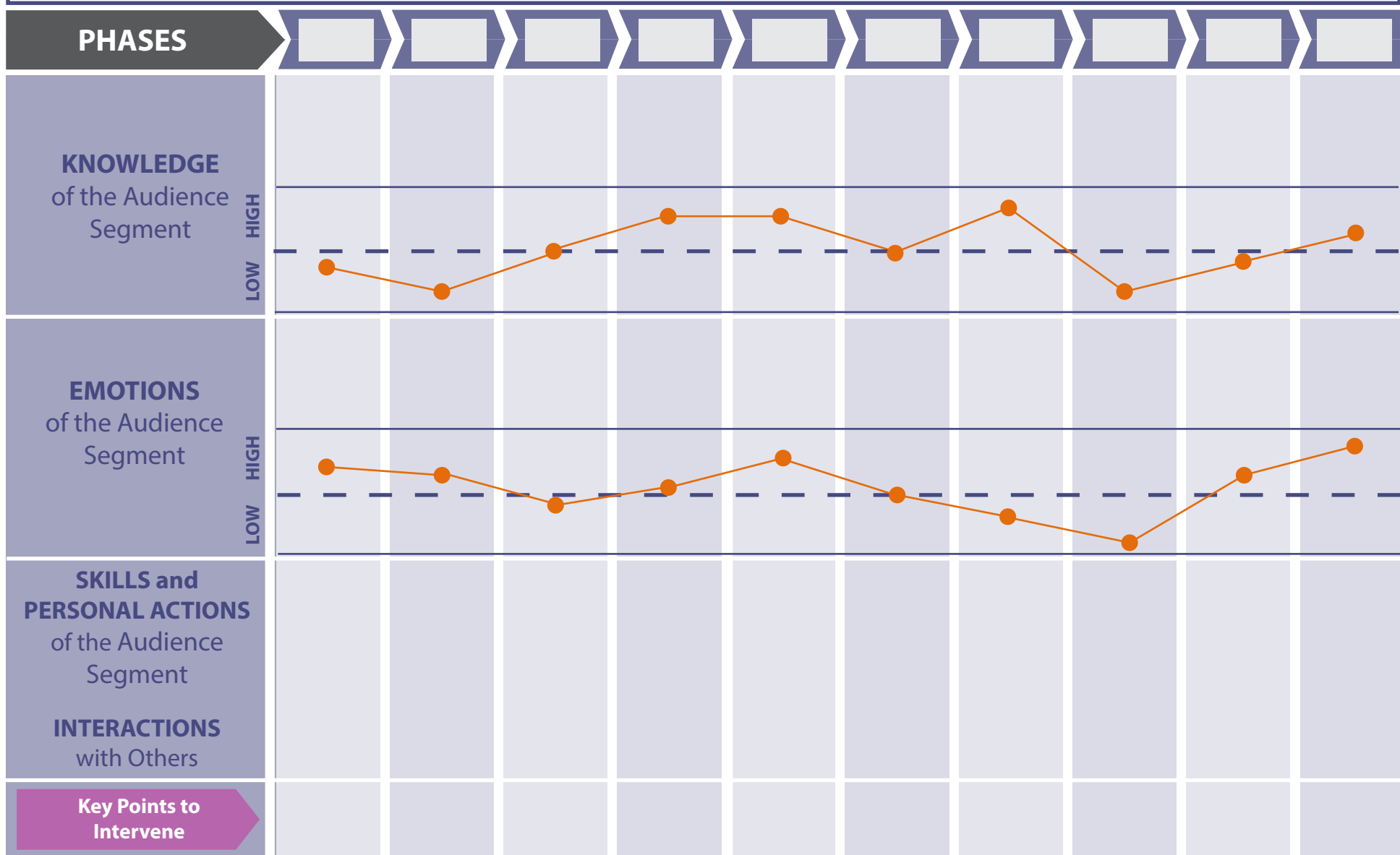
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Gender and SBCC Implementation Kit

Template 3.1.1: Map your Audience's Journey

Audience Segment:





Gender and SBCC Implementation Kit

Template 3.2.1: Audience Personas

Audience Persona Name:

Section 1: WHO?

Background

Job. Career.
Family. Parity status.
Marital status. Other.

Demographics

Gender. Age.
Education. Income.
Geographic location. Other.

Identifiers (Psychographics)

Personality. Values. Opinions.
Attitudes. Interests. Lifestyle. Peer group.
Sexuality. Family Planning User. Other.

Audience Persona Name:

Section 2: WHAT?

Personal Goals

Primary goal. Secondary goal. Others.

Challenges/Barriers

Primary challenge.
Secondary challenge. Others.

Opportunities/ Facilitators

Primary opportunity.
Secondary opportunity. Others.

Audience Persona Name:

Section 3: WHY?

Behavioral Objectives

What is the behavior you would like to see the persona demonstrate?

Common Objectives

Why would they adopt the behavior, service or product?

Audience Persona Name:

Section 4: HOW?

How can we help?

...our persona achieve their goals?
...our persona overcome their challenges?

Communication Message

How should you describe your solution
to your persona?

Elevator Pitch

Sell your persona on the solution!



Template 4.1.1: Applying Gender to your Behavior Change Theory or Framework

List your theory or framework

List the key constructs

For each construct consider the following

Is this construct influenced by gender-based power dynamics?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Are there any social structures that influence the construct? Do they act as a barrier or facilitator?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Is this construct influenced by the dominance of one group over another?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
How to gender roles and norms influence this construct?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
What underlying gender-related determinants of health affect this construct?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
Does gender-based division of labor influence your understanding of the construct?				
Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>

What implications does this have for your strategy?



Template 5.1.1: Identify the Key Elements

Audience <i>Who?</i>	Desired Change <i>What?</i>	How Much Change <i>How Much?</i>	Timeframe <i>When?</i>

Template 5.1.2: Communication Objectives Table

Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

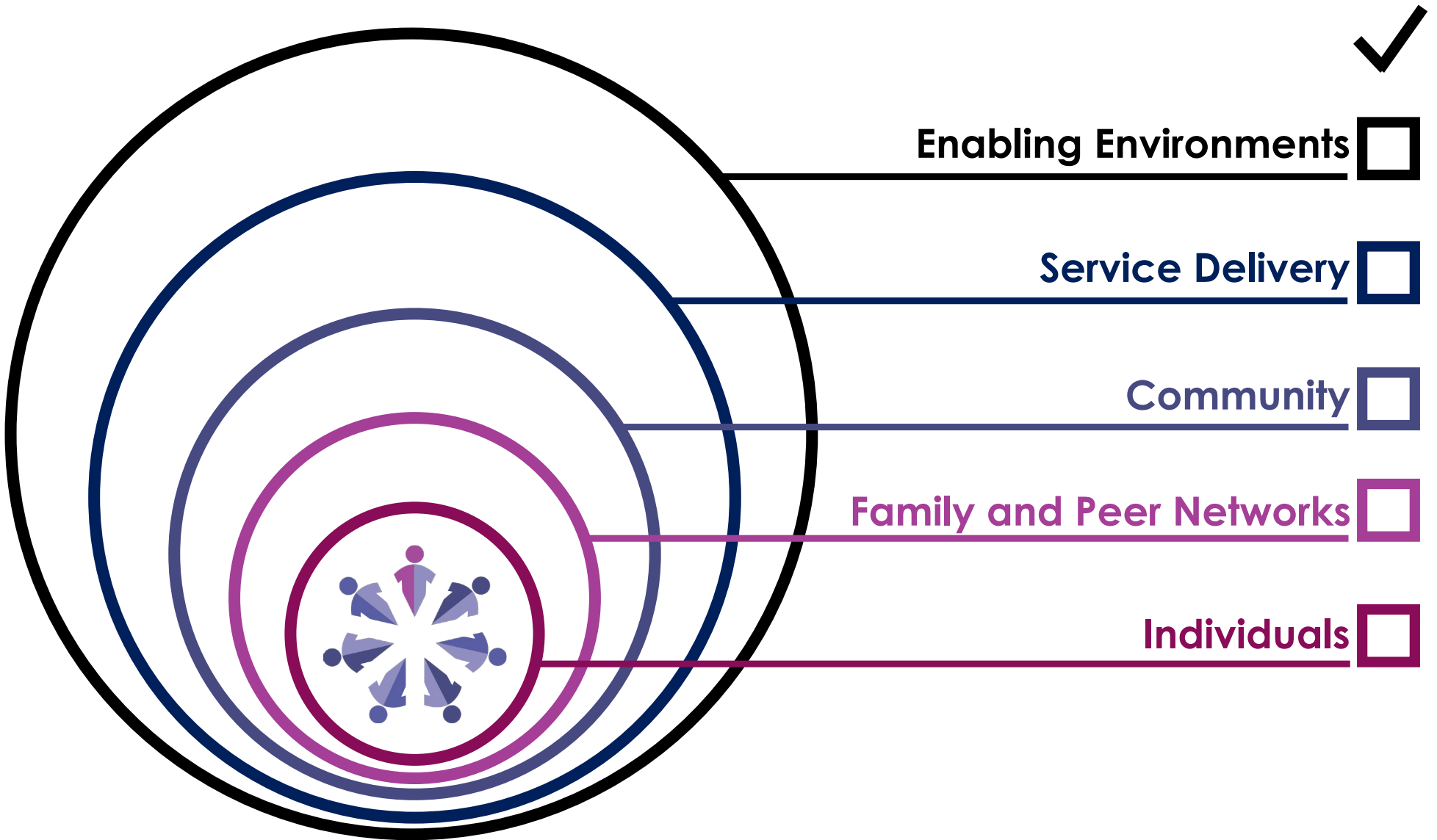
Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

Socio Ecological Level	
Audience Segment	
Desired Change	
How much Change	
Time	

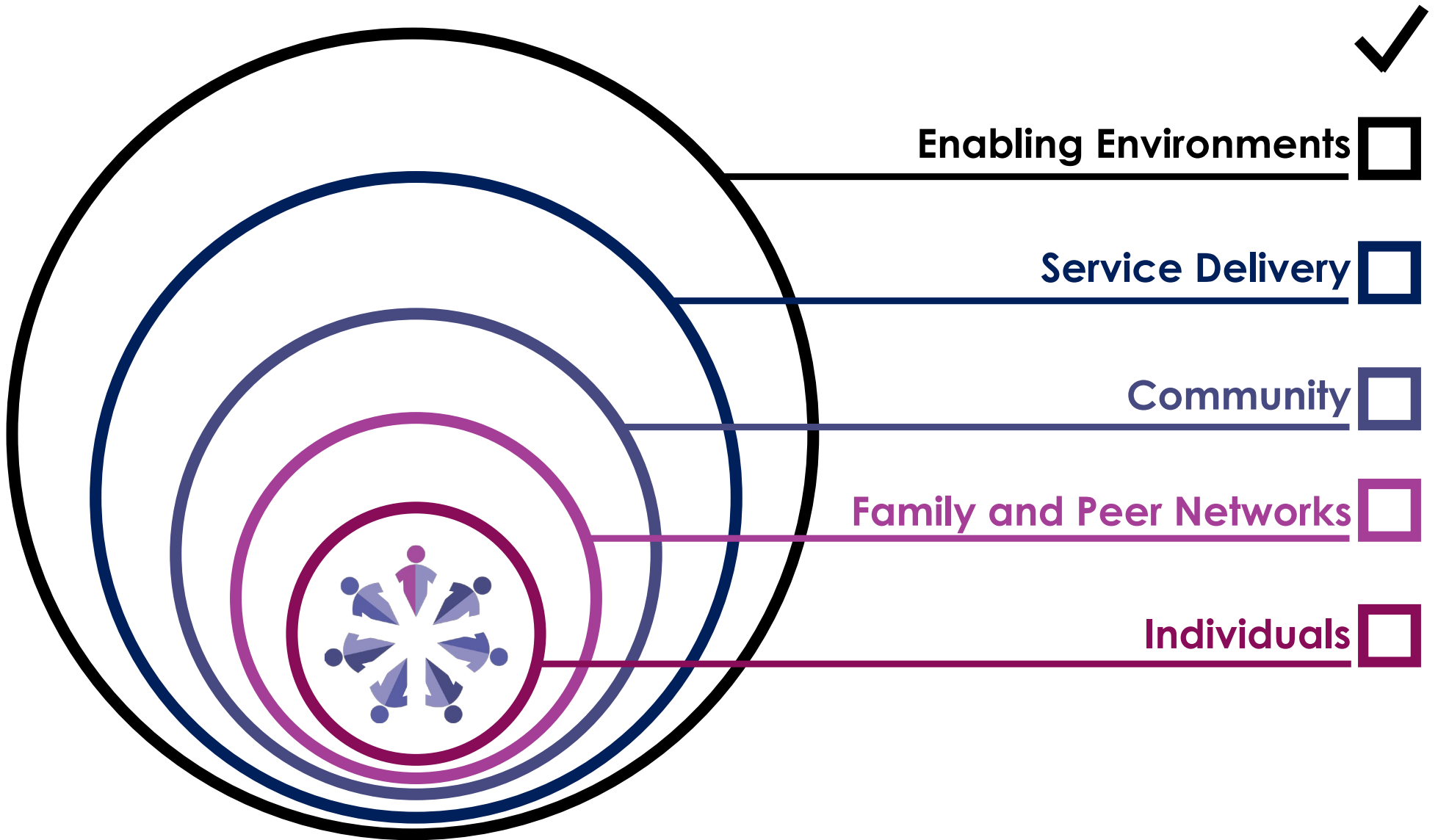


Template 6.1.1: The Socio Ecological Model





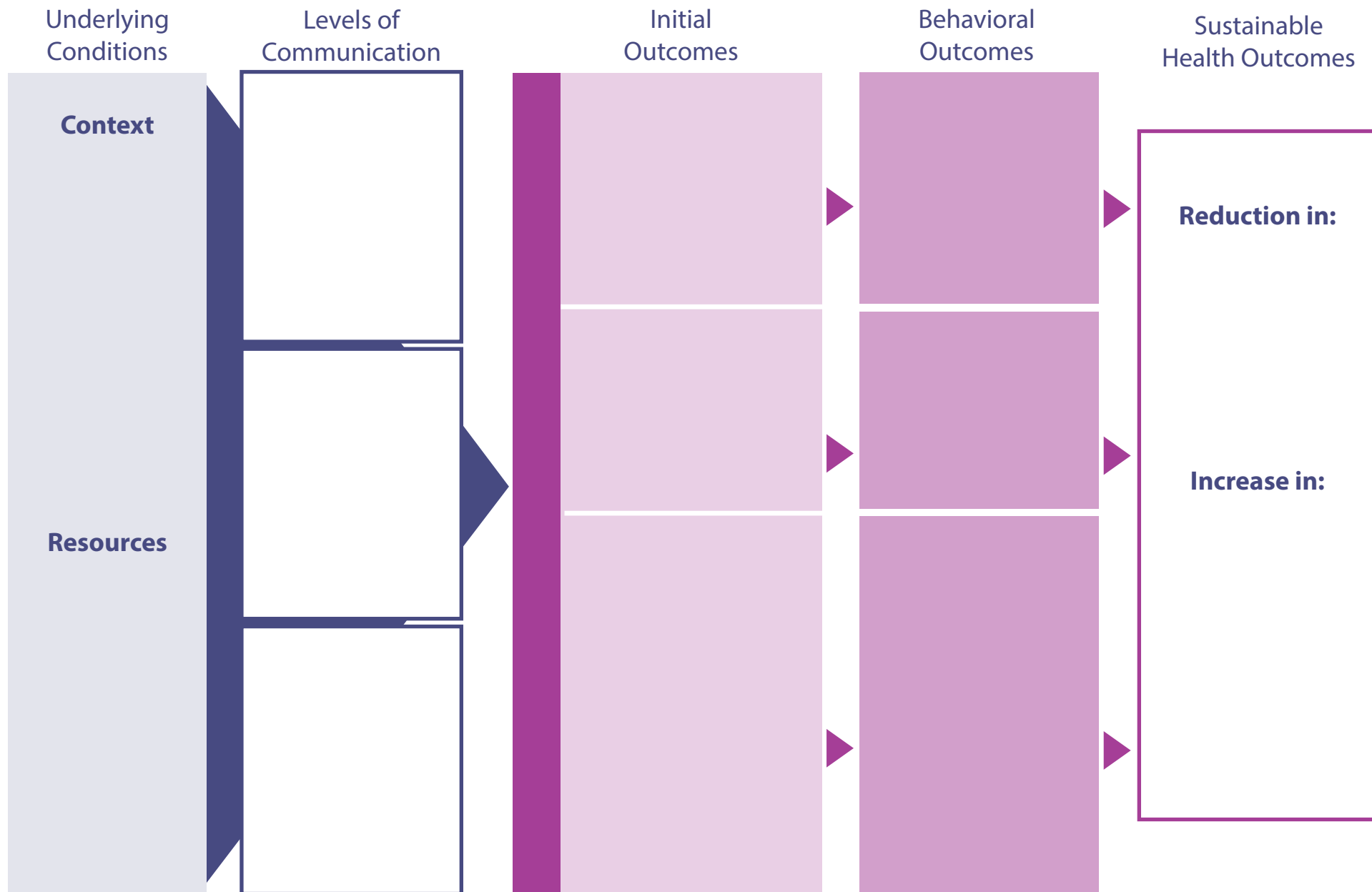
Template 6.1.1: The Socio Ecological Model



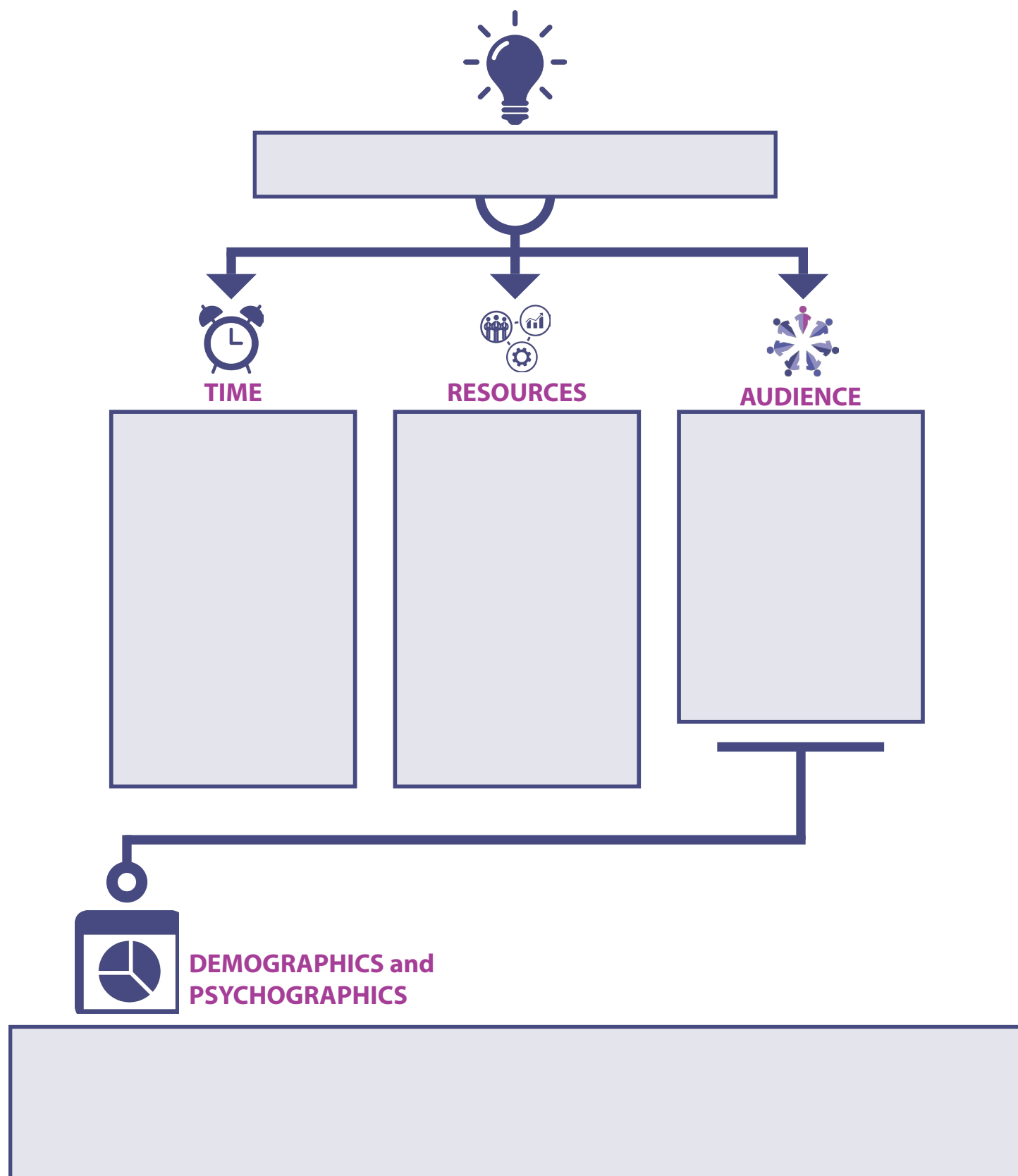
[illegible]



Template 6.1.3: Pathways Model

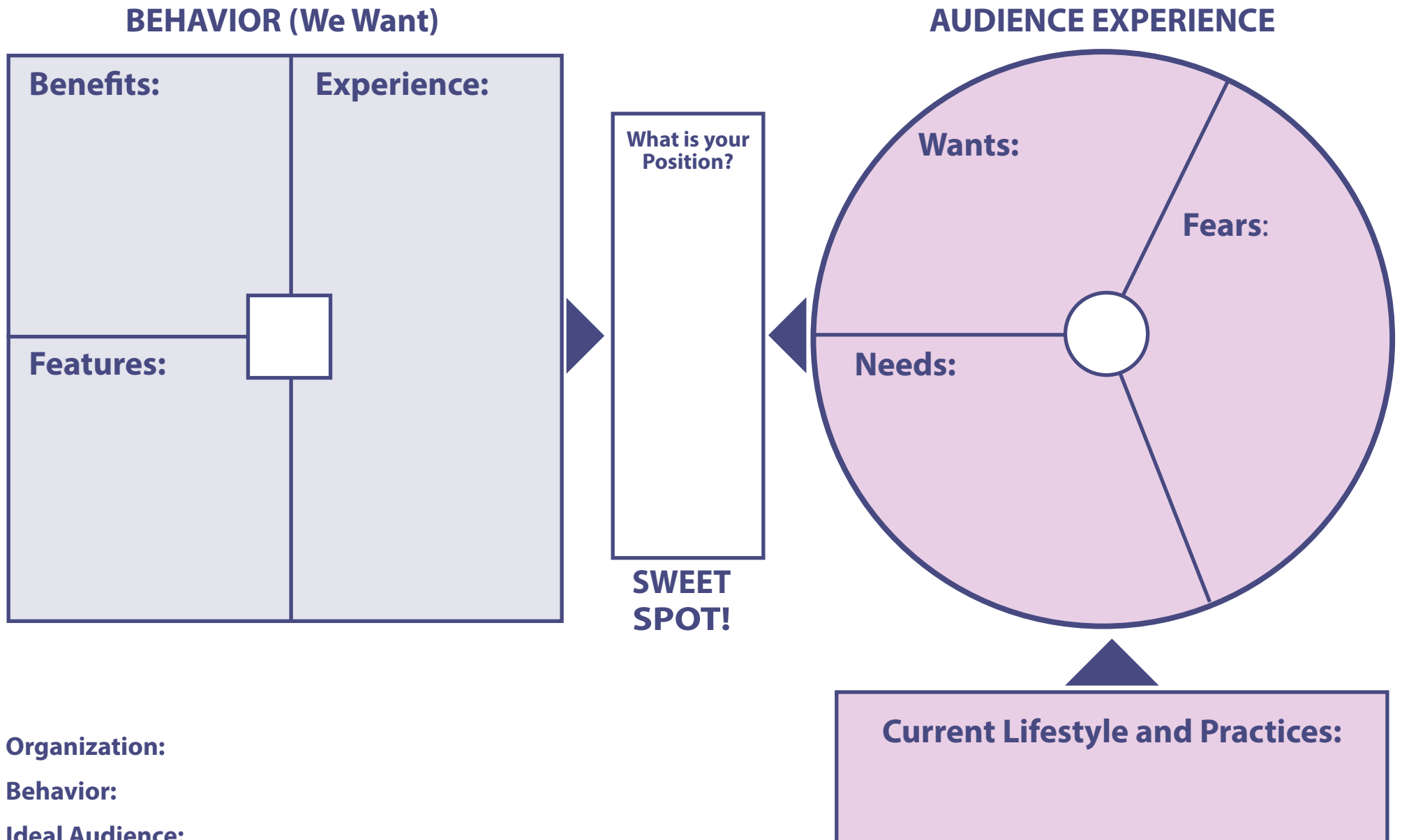


Template 6.2.1: Choose the Right Channels and Activities





Template 7.1.1: SBCC Value Proposition Canvas





Template 7.2.1: Develop the Right Messages

Current Belief:

What does your audience segment currently believe or feel about the desired behavior?

Key Message:

Looking at the current beliefs and actions of your audience segment versus the desired beliefs and your actions, what is your message?

What can you say to your audience segment to change from their current state to your desired state?

Use your audience analysis and audience profile from your SBCC value proposition canvas.

Your message(s) should be framed in a way that does not reinforce harmful gender norms and strives for gender transformation.

Desired Belief:

What do you want your audience segment to believe or feel about the desired behavior?

Current Actions:

What is the current action or practice of your audience segment?

Desired Actions:

What does your audience segment currently believe or feel about the desired behavior?

[illegible]

Appendix 3: Resources

GENDER SPECIFIC RESOURCES

- Addressing the Role of Gender in the Demand for RMNCH Commodities: A Programming Guide – <http://sbccimplementationkits.org/demandrmnch/wp-content/uploads/sites/2/2015/04/LSC-Gender-Guide-FINAL.pdf>
- Care Gender Toolkit – <http://gendertoolkit.care.org/default.aspx>
- Gender Equality Continuum – <http://sbccimplementationkits.org/gender/sbcc-gender-models-and-frameworks/>
- Gender Guide for Health Communication Programs – <http://www.thehealthcompass.org/sbcc-tools/gender-guide-health-communication-programs>
- The Health COMpass Trending Topic: Gender – <http://www.thehealthcompass.org/trending-topics/gender>
- IGWG Gender and Health Toolkit – <https://www.k4health.org/toolkits/igwg-gender>

SBCC PROGRAMMATIC RESOURCES

- Designing a Social and Behavior Change Communication Strategy – <http://sbccimplementationkits.org/courses/designing-a-social-and-behavior-change-communication-strategy/>
- The Health COMpass: How to Conduct a Situation Analysis – <http://www.thehealthcompass.org/how-to-guides/how-conduct-situation-analysis>
- The Health COMpass: How to Conduct a Root Cause Analysis – <http://www.thehealthcompass.org/how-to-guides/how-conduct-root-cause-analysis>
- The Health COMpass: How to Do Audience Analysis – <http://www.thehealthcompass.org/how-to-guides/how-do-audience-analysis>
- The Health COMpass: How to Do Audience Segmentation – <http://www.thehealthcompass.org/how-to-guides/how-do-audience-segmentation>
- The Health COMpass: How to Conduct a Program Analysis – <http://www.thehealthcompass.org/how-to-guides/how-conduct-program-analysis>
- The Health COMpass: How to Design SBCC Messages – <http://www.thehealthcompass.org/how-to-guides/how-design-sbcc-messages>
- The Health COMpass: How to Develop a Channel Mix – <http://www.thehealthcompass.org/how-to-guides/how-develop-channel-mix-plan>
- The Health COMpass: How to Create a Brand Strategy Part 2 - Developing Positioning for a Branded Product, Service or Behavior – <http://www.thehealthcompass.org/how-to-guides/how-create-brand-strategy-part-2-developing-positioning-branded-product-service-or>
- The Health COMpass: How to Create a Brand Strategy Part 3 - Developing the Personality and Look of the Brand – <http://www.thehealthcompass.org/how-to-guides/how-create-brand-strategy-part-3-developing-personality-and-look-brand>
- P-Process – http://www.thehealthcompass.org/sites/default/files/strengthening_tools/P%20Process%20Eng%20%26%20Fr.pdf
- Pathways Framework – <http://sbccimplementationkits.org/gender/sbcc-gender-models-and-frameworks/>
- Socio-Ecological Model – <http://sbccimplementationkits.org/gender/sbcc-gender-models-and-frameworks/>

- A Theory Based Framework for Media Selection in Demand Generation Programs – <http://sbccimplementationkits.org/demandrmnch/wp-content/uploads/sites/2/2015/04/Media-Selection-in-Demand-Generation-Programs-FINAL.pdf>
- Utilizing ICT in Demand Generation for Reproductive, Maternal, Newborn and Child Health – <http://sbccimplementationkits.org/demandrmnch/wp-content/uploads/sites/2/2015/04/CaseStudies-FINAL.pdf>

RESEARCH, MONITORING AND EVALUATION

- Compendium of Gender Scales – <https://www.c-changeprogram.org/content/gender-scales-compendium/index.html>
- The DHS Gender Corner – <https://www.dhsprogram.com/Topics/Gender-Corner/index.cfm>
- Gender-Equity or Gender Equality Scales and Indices for Potential Use in Aquatic Agricultural Systems – http://pubs.iclarm.net/resource_centre/AAS-2014-37.pdf
- HC3 Research Primers – <http://www.thehealthcompass.org/campaign-kit-or-package/hc3-research-primers>
- The Health COMpass: How to Develop a Logic Model – <http://www.thehealthcompass.org/how-to-guides/how-develop-logic-model-0>
- The Health COMpass: How to Develop Monitoring Indicators – <http://www.thehealthcompass.org/how-to-guides/how-develop-monitoring-indicators>
- The Health COMpass: How to Develop a Monitoring and Evaluation Plan – <http://www.thehealthcompass.org/how-to-guides/how-develop-monitoring-and-evaluation-plan>
- The Health COMpass: How to Conduct Qualitative Formative Research – <http://www.thehealthcompass.org/how-to-guides/how-conduct-qualitative-formative-research>
- Women's Empowerment in Agriculture Index – <http://www.ifpri.org/publication/womens-empowerment-agriculture-index>
- The World's Women 2010: Trends and Statistics – <http://unstats.un.org/unsd/demographic/products/Worldswomen/Executive%20summary.htm>

CASE EXAMPLES OR GENDER PROJECTS

- African Transformation – https://www.k4health.org/sites/default/files/african_transformation_toolkit.pdf
- Brothers for Life – <http://www.brothersforlife.org/>
- GREAT Project – http://irh.org/projects/great_project/
- Go Girls! Initiative Toolkit – <http://www.thehealthcompass.org/project-examples/go-girls-toolkit>
- Zazi: Know your Strength – <http://www.zazi.org.za/>
- Reproductive Health Access Project – <http://www.reproductiveaccess.org/>

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